The Council of State Governments

Getting In Step

A Guide to Effective Outreach in Your Watershed

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Acknowledgments

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Contents

Introduction

Purpose of this guide

The purpose of this guide is to provide some of the tools you will need to develop and implement an effective watershed outreach plan. If you're a watershed practitioner trained in the sciences, this manual will help you address public perceptions, promote management activities, and inform or motivate stakeholders. Watershed groups and public agencies conduct outreach activities every day, but often not in a planned, coordinated fashion. Many times someone in an outreach brainstorming meeting will exclaim "We need a fact sheet!" But is that really what's needed? The step-by-step approach to outreach planning and implementation in this guide will help you determine if a fact sheet is really the appropriate format for your information, or whether some other vehicle might be more effective for reaching your target audience.

What's inside

Getting In Step is divided into three parts. **Part I** provides the overall framework for developing and implementing your outreach plan. It presents the outreach process as discrete steps, with each step building on the previous ones. The steps include:

- Define your goals and objectives
- Identify your target audience
- Create your message
- Package your message
- Distribute your message
- Evaluate your plan

Part II of the guide provides tips and examples for developing and enhancing outreach materials. It includes suggestions for creating eye-catching materials, using artwork and photos, and making your products more attractive, as well as approaches to layout and composition.

Part III of the guide gives specific tips on working with the news media to get your message out through improved media coverage of polluted

What's in the Introduction

runoff and other water quality issues. You'll learn the basics of how to prepare a news release, hold news conferences, write a feature story, and work with reporters.

Appendix A includes worksheets for using the building blocks to develop your outreach plan. They may be photocopied and used as a template for preparing your plan.

Appendix B includes selected graphics that may be reproduced and used without permission.

Appendix C provides information on additional resources for outreach and education. This section, **Want to know more?**, includes information on documents, Internet addresses, phone numbers, and other available outreach materials.

Throughout the guide informative sidebars provide specific examples, key concepts, and recommended resources for obtaining more information.

Outreach and education can help develop an awareness of the value of our water resources, educate people on what's threatening the resources, and encourage protective action.

What are the problems?

We've made a lot of progress cleaning up America's lakes, rivers, and streams over the past 30 years. We don't have fires on rivers anymore. Fish kills are down, and the quality of sewage treatment has improved dramatically. But even with all our laws and regulations, nearly 40 percent of the nation's waters remain too polluted for fishing, swimming, and other uses.

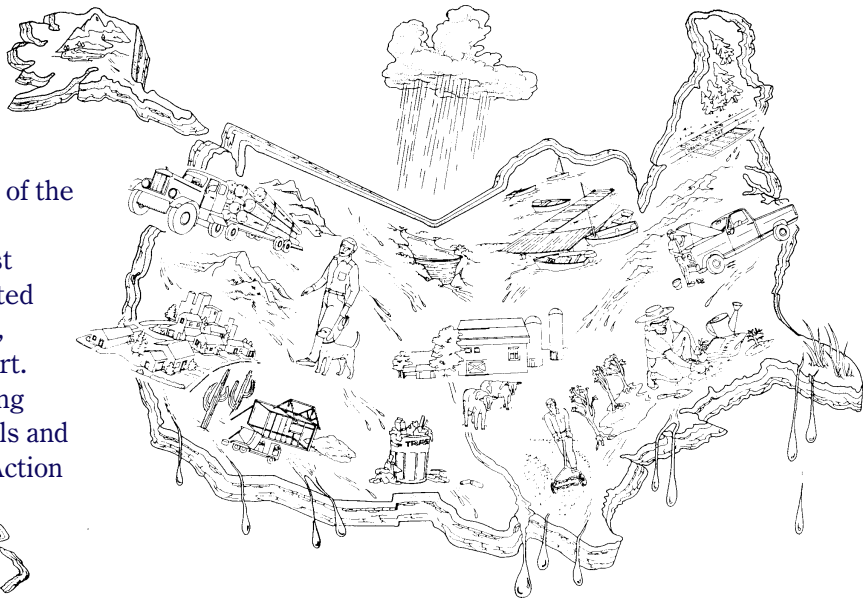
Some of the worst problems have been solved. The Clean Water Act focused a powerful array of regulations and resources on improving wastewater discharges from cities, factories, and other facilities. Billions of dollars have been spent on treatment plants, permitting systems, and inspections. But America's waters are still contaminated by silt, sewage, disease-causing bacteria, fertilizers, toxic metals, and oil and grease. Many of our stream corridors, riverbanks, and lakeshores lack stabilizing vegetation and continue to erode, further degrading water quality and aquatic habitat.

Today, polluted runoff is the source of most of the contamination in the nation's waters. Heavy rains and melting snow pick up pollutants and carry them downhill toward the nearest body of water or leach through the soil carrying pollutants toward ground water supplies. Runoff from a suburban area, for example, is likely to contain:

- Fertilizer and pesticides leached from lawns
- Oil and antifreeze washed off driveways
- Bacteria and organic matter from pet wastes
- Sediment from construction sites

Runoff from farms, homes, or factories in rural areas can contain many of the same pollutants. Multiplied by hundreds or thousands of acres in a watershed, the cumulative effect of polluted runoff can be devastating to the receiving waters downstream.

What is being done?



The U.S. Environmental Protection Agency (EPA) and state and local governments are addressing these challenges by focusing on some of the remaining major sources (e.g., livestock farms, unsewered areas). They are implementing best management practices (BMPs) to reduce polluted runoff and launching new initiatives to educate, involve, and motivate people to help in the effort. But the problems are so widespread that fighting polluted runoff requires the efforts of individuals and communities nationwide. EPA's Clean Water Action Plan and other initiatives to address polluted runoff depend on people becoming informed and involved.

Addressing many of the persistent problems that remain will require education, enlightenment, new attitudes, and new behaviors. When people *know*, *understand*, and *act*, things can change—problems can be solved.

How can outreach help?

Changing behaviors through education and developing responsible attitudes among watershed citizens and communities is not a simple task, but experience has demonstrated that it can be done. Think of times when you've changed your own attitude or behavior, perhaps when you finally realized the health impacts of smoking or decided to get serious about a diet or exercise program. A couple things happened before the behavior change took place. First, you received information on the ramifications of what you were doing—specific data on the problem. Then you linked your actions to something you cared about—your health or your pocketbook, for instance. Finally, you decided to do something about it. Maybe you haven't achieved the success you ultimately want, but you're trying and you're a lot better off now than you were.

That's the approach needed for addressing polluted runoff. We need to let people know what problems the professionals have found in the watershed and find out what they're concerned about. Then we must clearly link the problems and concerns with their ultimate

A Watershed Approach

The key to successful outreach is targeting your message to a specific audience and having them respond to your message.

impacts, such as higher drinking water treatment costs, poor fishing, no swimming, or fewer tourists. Finally, we must motivate action and provide mechanisms for these energized citizens to participate as full partners in the process of analyzing, improving, and managing our watersheds.

Using a watershed approach

Much of the current effort at the federal and state levels to clean up pollution and protect water quality is organized through a watershed approach focused on geographic boundaries defined by drainage basins instead of political or jurisdictional boundaries. This approach provides a flexible coordinating framework that focuses public and private efforts on targeted problems within specific drainage basins. The guiding principles of this approach are stakeholder partnerships, a geographic focus, and sound science. Thousands of projects over dozens of years have shown that involving the people affected by watershed management decisions in making those decisions generates high levels of long-term support and success.

The elements of developing a successful watershed management plan include the following:

- Build and maintain partnerships
- Set goals
- Assess and characterize the water body
- Identify and assess problems
- Develop and implement the watershed plan
- Evaluate the effectiveness of the watershed plan

Constant feedback is necessary to determine whether the practices used actually help clean up or protect the lake, river, stream, wetland, or ground water source in question. Throughout the process, there is a continuous need to inform, engage, and motivate the watershed team, "sideline" stakeholders, cooperating agencies, elected officials, so-called "bad actors," and the public. Outreach and education programs can be powerful tools in this process.

Part I: Developing Your Outreach Plan

To develop and implement an effective outreach program, you need a plan. Just as you would never drive through unfamiliar territory without a map, you should not conduct an outreach program without a plan. The planning and implementation process presented in this section follows well-defined steps, and it is important to identify the elements and information needed to complete each step before proceeding to the next one. Each step is more or less defined by the previous one, so it is vital to go through the steps sequentially and completely before moving on. Too often, an outreach plan starts in the middle of the process, and important steps— identifying measurable objectives or defining target audiences, for example—are ignored. Such an unfocused approach is ineffective and wasteful.

What's in Part I

Step 1: Define your goals and objectives

Once you've decided to become involved with a watershed project, your planning and management team will set goals and objectives to guide the process of assessing water quality, identifying problems, developing and selecting management actions, and monitoring the results. Outreach and education must be incorporated into each phase of watershed assessment, planning, and management. Watershed citizens must be informed about basic water quality problems. Stakeholders must be told about the planning and management effort and encouraged to get involved. Elected officials will want to know what's happening and how they can support the initiative. The management team might want to solicit more attendance at meetings or to recruit volunteers for monitoring or remediation projects. And, finally, those who are contributing to water quality degradation by engaging in practices that increase polluted runoff will need to be informed, engaged, and motivated to adopt more appropriate behaviors.

Building your plan… step by step

Goal:
Identify and address the causes of algal blooms in Lake Townsend, which are hurting tourism and causing dissolved oxygen levels to drop during the late summer.

Objective:
During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).

Goals

Each of the outreach and education needs described above represents the seed of a specific objective that supports a broader goal. *Goals* are general statements that express the broad focus of the entire planning and management effort. For example, a goal for a river might be to restore recreational uses (fishing and swimming). This goal might be further defined as improving cold-water fisheries by reducing sediment in runoff and increasing dissolved oxygen concentrations, and reinstating swimming by lowering bacteria counts during the summer. A wide range of specific, measurable *objectives* will be developed and implemented to support each aspect of the goal.

Sometimes watershed groups develop goals specifically for their outreach programs. When there is an overwhelming need to raise basic awareness of the value and function of a water resource and the actions needed to improve or preserve it, goals can be devised to support this mission. Such goals will consist of broad statements that encompass the purpose or mission of the outreach program.

Objectives

The objectives developed to achieve a goal are specific, measurable, action-oriented, and time focused. You will probably develop several objectives for each goal you're trying to achieve. Keep the desired outcome in mind when forming your objectives. Do you want to

An objective takes shape

The Watershed Action Committee established a goal of eliminating unsightly algal blooms in Lake Townsend, which were hurting tourism and causing dissolved oxygen levels to drop during the late summer.

They developed several objectives to meet their goal:

- *During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).*
- *During the next 12 months, prepare and distribute a fact sheet to inform residents in the watershed of algal bloom impacts on tourism (awareness).*
- *Establish four demonstration lawns during the next 6 months using organic lawn practices to show the linkage between lawn fertilizer runoff and algae growth (education).*
- *Increase the number of linear feet of vegetated buffers along the lake by a factor of 10 within 3 years (action).*

Follow the first objective throughout this section in the highlighted boxes "Building your plan…step by step" as an example of using the builidng blocks to put your goals into action.

create awareness, *provide information*, or *encourage action* among your target audience? It is very important to make your objectives as specific as possible and to include a time element as well as a result. This approach will make it easier to identify specific tasks and will enable you to evaluate whether you've achieved the objective.

It is important to remember that as you progress through the phases of the watershed planning and management process your outreach objectives and activities will change. For example, during the early stages of the planning process it might be necessary to generate basic awareness on watershed issues, but as problems are identified your objectives will focus on educating your target audiences on the causes of the problems. Finally, during the implementation phase of your watershed planning and management process, your objectives will focus on action by your target audience to reduce adverse water quality impacts. Listed below are some general watershed planning and management phases, with examples of the types of outreach objectives that should be considered during each phase:

Phase: Create a partnership of stakeholders and other interested parties.
Objectives: Build awareness of the value of the water resource, the upcoming planning activity, and problems identified so far.

Phase: Develop a common vision or goal for the water resource.
Objectives: Solicit comments from stakeholders and the public on what they envision for the watershed; communicate elements of the agreed-upon goal or vision.

Phase: Conduct baseline assessment of watershed conditions.
Objectives: Advise the public that baseline studies are under way; encourage those with information on abandoned dump sites or other possible contaminant sources to contact the planning team.

Phase: Identify and prioritize stressors or problems preventing attainment of the vision.
Objectives: Educate the target audience about how the identified stressors affect water quality, the types of management practices that might be needed, and how the prioritization process works.

Phase: Develop plans to address problems or stressors.
Objectives: Conduct education and outreach campaigns to build support for implementing best management practices, including individual actions that address polluted runoff.

Phase: Evaluate watershed management program success, adjust approach if necessary.
Objectives: Recruit volunteer monitors to gather long-range information on water quality trends; generate publicity on best management practice performance; publicly recognize cooperators who cost-shared on BMP installations.

The goal of the Huron River Watershed Council Communications Plan was "to create an awareness of the Huron River Watershed and the water cycle within it, which will lead to a change in the watershed residents' habits that reflects a concern for the watershed's quality."

Building your plan… step by step

Goal:
Eliminate unsightly algal blooms in Lake Townsend, which are hurting tourism and causing dissolved oxygen levels to drop during the late summer.

Objective:
During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).

Target Audience:
Senior citizens and high-school students who live within 15 miles of Lake Townsend.

Step 2: Identify your target audience

Your target audience is the group of people you want to reach with your message. For example, if you are trying to decrease lawn fertilizer applications, do-it-yourself residents and lawn care companies might be your target audience. If you want to increase vegetated riparian buffers, property owners along the stream corridor are the target audience. Raising general awareness of the value and function of a water resource might include a very broad target audience like a mass media market. In all cases, break down your target audience into the smallest segments possible that still retain the characteristics of the audience. If your audience is too broad, chances are you won't be able to develop a message that engages and resonates with your entire target audience. Be creative in defining and developing perspectives on target audiences and in finding out what makes them tick.

Segmenting your audience

Target audiences can be grouped several different ways depending on the objective being pursued. Some common groupings include the following:

Geographic location
Audiences are segmented based on specific geographic areas within the watershed such as school districts, residences along a specific stream corridor, or ZIP codes.

Demographics
Audiences are segmented based on demographic characteristics such as ethnicity, gender, age, income, recreational activities, organizational affiliations, or ownership of specific types of property (forest land, undeveloped waterfront, etc.).

Occupation
Audiences are segmented based on the primary occupation of the target audience within the watershed such as owners of lawn care companies, developers, county commissioners, automobile service station managers, loggers, or livestock producers.

Behavior patterns

Audiences are segmented based on current practices, e.g., residents who don't recycle, homeowners who dispose of leaves and grass clippings on stream banks, farmers who plow and plant riparian corridors.

Your target audience will likely incorporate more than one of the above groupings. For example, if you want to generate awareness among students about the impairment of Lake Townsend, you might want to target your audience based on demographics and geography; e.g., schoolchildren aged 12 to 17 within the Lake Townsend watershed. Once you've identified your target audience, you'll need to gather information on them before proceeding to the next step.

Conducting at least a rudimentary analysis of the target audience is a task that's often ignored, but such an oversight can make the rest of the outreach plan useless. To develop an effective message that reaches your audience, you need to find out what *they* think about the issues and what messages might engage and motivate them.

What information do I need about my target audience?

First, think of the target audience as your customer. You want to sell your customer a product (e.g., environmental awareness, membership in an organization, participation in a stream restoration project, or some voluntary behavior change), so you need to find out what will make your customer buy the product. Four types of information are needed to characterize and assess the target audience/customer.

Demographics

Collecting demographic information will help define the socioeconomic structure of your target audience, the appropriate educational level for proposed messages, and the types of organizations that could be engaged to implement outreach activities.

Knowledge of the issue

Determining baseline knowledge of watershed issues among members of the target audience will establish where you need to begin to define your issue. For example, does your target audience know what a watershed is or understand what causes polluted runoff? If not, you are going to have to define those terms before you use them in your messages.

What are demographics?

Demographics are characteristics that apply to a population. They include gender, age, race, socioeconomic level, organizational affiliations, spending patterns, and others. All of this information helps to establish a profile of the target audience that can be used to develop and distribute your message.

Sample target audiences

- Managers of lawn care companies in the Frederick Creek subwatershed of Lake Townsend
- Watershed residents between the ages of 25 and 60 who change their own motor oil
- Landowners along the East Fork of the Little Miami River who own more than one acre

Attitudes/beliefs/perceptions

Exploring what people in the target audience think about an issue or problem and what they value and believe will help you link watershed issues with things they care about. If they don't feel a problem exists or don't understand how it affects environmental resources they value, you'll need to educate them before expecting them to take action. Remember: *perception is reality*.

Communication channels

Finding out how the target audience gets its information will help you to develop, format, and distribute your messages. What newspapers, magazines, or newsletters do they read? To what organizations do they belong? Do they watch local news or cable television? Do they receive information in other forms such as community radio programs? Who are the opinion leaders, and how can you reach them?

How do I get information on my target audience?

Now that you know what kinds of information you need from the target audience, how do you get it? You can use several different tools depending on the makeup of the target audience and your available resources (time and money). Any information you collect will make your plan stronger, so don't worry if you don't have access to a Census Bureau database or can't make your survey results statistically significant. The following tools will help you gather information on your target audience.

Surveys by mail

Mail surveys are an excellent way to get baseline information about a target audience. They can also be used as a post-project method to measure changes in attitudes or behavior among the target audience. Before conducting a mail survey, make sure you'll be able to get current addresses for the target audience. Keep in mind what information you want to collect, how you are going to use that information, and who is going to tabulate the data. This can save a lot of anguish once the results come back. From a respondent's perspective, make the survey relatively short (and explain up-front how long it will take the respondent to fill it out). State the objective of the survey clearly, make the format easy-to-read, and include a self-addressed stamped envelope to increase the return rate. If you want to make your results statistically significant, consult a marketing professional or college instructor for suggestions on random sampling techniques, follow-up prompting, and other issues.

Pros/Cons. Mail surveys allow participants to think about their answers before responding, can reach large numbers of people, and can gather data from people who might not be accessible in person. The disadvantages include printing and mailing costs, staff time for tabulation of results, and the potential for low response rates.

Surveys by phone

Surveys by phone can also provide good baseline (and post-project) information on your target audience. Again, make sure you have access to current phone numbers for the target audience and the resources available (phones and volunteers) to carry out the survey. The success of phone surveys tends to vary geographically: rural audiences are more willing to take the time to answer questions than urban audiences. Standardize your greeting used by all of your volunteers, and practice proper phone skills. If a person called does not want to participate, thank the person and move on to the next one. Schedule calls at mixed times—some during weekends, some during the day, but most during the early evening.

Pros/Cons. Phone surveys allow data gathering from people who might not be accessible in person, elicit immediate responses, and can accommodate many participants. The disadvantages include the need to access correct phone numbers for participants, lack of time for participants to think about their responses, the level of resources involved, and exclusion of those who will not respond to unsolicited calls.

Focus groups

Focus groups provide an opportunity to meet with several members of the target audience at once and allow them the chance to expand on comments and ideas. The focus group participants may be selected through surveys, recommended by a member of the target audience, or selected at random. Typically, up to 12 members of the target audience are asked to participate for one or two hours. Be sure to schedule the focus group at a time and place convenient for the participants. For example, many people, including government officials of small localities, have jobs during the day and are available to meet only after 5:00 p.m. The focus group should be handled by an outside facilitator to avoid introducing bias into the results. A series of questions are asked to the group and the answers recorded on flip charts or video/audio tape. Remember that this is an opportunity to collect information, not to explain the issues to the group. Focus groups also enable you to start building a network of people you might want to use later to deliver your message.

Pros/Cons. Focus groups can provide insights about the target audience's composition, perceptions, and beliefs; provide interaction among participants; and build support for further actions or outreach communication. The disadvantages are that the success of a focus group depends largely on the moderator, focus groups can accommodate only a few participants, and the time demand on participants is considerable. Finally, focus groups might not be suitable for certain cultures where peer pressure or deference to others might inhibit discussion.

Mailing lists made easier

Microsoft Access is a Windows-based database software program. It stores information in tables that contain collections of records that can be divided into fields. Access can be used to store mailing lists for very large or very small target audiences. Information in any field can be sorted easily in Access and printed in customized reports or on labels.

Using Access's Label Wizard, a report generator that can create a variety of printed labels from your data, you can make your own custom mailing labels or choose from several predesigned standard Avery brand laser labels. Access databases can be exported into several different formats, including Microsoft Word and Microsoft Excel.

You can also use Access to perform Microsoft Word mail merges to create separate letters for each addressee in your mailing list. This can be an invaluable tool for surveys and invitations if you are trying to take your correspondence to a more personal level.

Possible survey questions

There are three approaches for obtaining information through a survey. Each approach will provide you with slightly different information.

1. You can ask a well-defined, closed-ended question such as *"Do you feel the water quality in Lake Townsend is improving or declining?"* The respondent has only two choices.

2. You can ask an open-ended question to gain information on perceptions and beliefs. An open-ended question might be *"Who do you think is responsible for the declining water quality in Lake Townsend?"* Responses to open-ended questions can be difficult to tabulate, but they often provide insightful perspectives on what people think.

3. A third option consists of statements that respondents rank on a scale:

   Why do you think the water quality in Lake Townsend is declining? Please rank each statement below on a scale of 1 to 5 (with 1 being the most likely and 5 being the least likely).

   A. Increased development along the lakeshore

   1 2 3 4 5

   B. Agricultural practices adjacent to feeder stream.

   1 2 3 4 5

   C. Faulty septic systems in the watershed

   1 2 3 4 5

   D. Lack of shoreline vegetation to filter pollutants

   1 2 3 4 5

Public agencies

Local public agencies such as planning departments and property tax evaluation agencies can be tremendous sources of information on the makeup of your target audience. Be sure to contact them early in the data-gathering process. Information collected in this manner should be held in confidence: circulating perceptions and other information provided in private can seriously harm your credibility and effectiveness.

Pros/Cons. Public agencies might have access to large populations and have information on the target audiences collected over a long period of time. The agencies might not, however, have this information in a readily available format. Agency personnel might not be forthcoming with personal information on the composition, perceptions, or values of the target group.

Trade associations

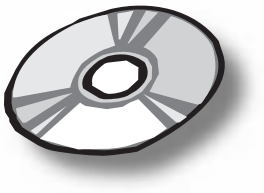
Trade associations keep track of marketing research and other information on their members. If your target audience is associated with a trade group, contact the organization to see what's available. For example, if you want to collect information on auto repair shops that recycle used motor oil, an automobile parts trade association might provide you with names, addresses, and association meeting schedules. Your local chamber of commerce can also provide information on local businesses and the demographic makeup of the community.

Pros/Cons. Trade associations might have information specific to your target audience and could possibly serve as a distribution mechanism for your message. The data might be biased toward their constituency, however, and might not be available for outside use.

Demographic databases

All sorts of databases that contain information on the demographic makeup of potential target audiences are available. Census data is collected every 10 years and was last collected in 1990. This data is available through the Internet from the U.S. Bureau of the Census at **http://www.census.gov/** and from local libraries. If you do not have access to these files or do not have the resources needed to extract the information, consider asking a college marketing class for assistance. Often they are looking for real-world projects, and they might be willing to conduct a detailed analysis of the target group at no charge.

Pros/Cons. Databases can provide consolidated demographic data and can sort the data by different parameters, but the data might not be current and you might not have the staff or equipment to manipulate the data.



Phone CD-ROM lets your fingers do the walking

Select Phone and Select Mail are easy-to-use CD-ROM reference tools that give you instant access to millions of residential and business listings from across the United States. If you're trying to target a specific neighborhood to find out where they dispose of their household hazardous waste, you can search for a listing, or find neighbors on the same street, phone numbers in the same exchange, or listings within the same 5-digit ZIP code. If you're trying to target septic system pumpers or poultry hatcheries, you can search for them using their 4-digit Standard Industrial Classification (SIC) code.

The software lets you search for listings by name, address, city, state, ZIP code, SIC code, phone number, metropolitan statistical area, or county. You can easily mark records and print listings in various formats, including envelope and label formats. Select Mail has options for address correction, postal presorting, and barcoding. The CDs are organized by geographic regions of the United States and are upgraded with new information quarterly. For more information, contact Pro CD, Inc. at 1-800-224-4732 or visit their web site at http://www.procd.com.

Building your plan… step by step

Goal:
Eliminate unsightly algal blooms in Lake Townsend, which are hurting tourism and causing dissolved oxygen levels to drop during the late summer.

Objective:
During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).

Target Audience:
Senior citizens and high-school students who live within 15 miles of Lake Townsend.

Messages:
Senior citizens
Find out what's going on in your own backyard.
Have some free time? Make a difference.
No training necessary.
Work with your community to preserve Lake Townsend.

High school students
What's bugging Lake Townsend?
Skip school and have your teachers thank you.
Earn high school credit and get a tan at the same time.

Step 3: Create your message

After gathering information on the target audience, you are ready to craft a message that will engage them and help achieve your objective. To be effective, messages must be understood by the target audience and appeal to them on their own terms. The message should be specific and tied directly to something your target audience values. Remember, these are your customers and you want them to buy your product! Some benefits you might want to include in your message include:

- Money savings
- Time savings
- Convenience
- Free of charge
- Health improvements
- Efficiency

In addition to attracting attention, being understandable, and providing a link to something of value, effective messages should also state specific actions required to achieve the desired results. Instructions should be clear, nontechnical, and familiar to the audience. Providing a means for the target audience to become more involved or to receive additional information through a toll-free telephone number, Internet web site, or other means always helps. Focus on making everything—the behavior change requested, the involvement needed, or the support required— "user-friendly."

After engaging your audience and exposing them to your message, you can provide other information you feel is important, such as environmental benefits. It's advisable, however, to let them know *first* what their *direct benefit* will be. A word to the wise: studies show that positive messages tend to be more effective in changing people's habits than negative ones.

Message ≠ Objective

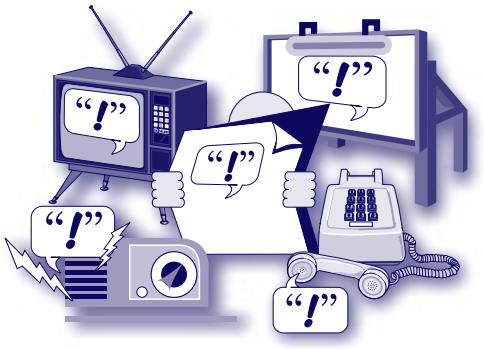
Remember that your message is not simply a restatement of your objective. Your message will help achieve your objective, but the two are not the same. Objectives describe final results; messages prompt the actions, knowledge, and attitudes needed to obtain them.

Does your audience get the message?

The language and style of your message should match those of your target audience. If you are unsure about the reading level of your target audience, pretest the

message with representatives of the target audience to determine its appropriateness. Consider displaying your message graphically if your target audience is not fully literate. If your target audience's primary language is not English, lead off with their native language first and include an English version underneath, if needed. Always seek to understand and to be understood.

Step 4: Package your message



You've defined your objective, assessed the target audience, and crafted your message. Now it's time to determine the best package or format for the message for eventual delivery to the target audience. Remember the fact sheet suggestion at the outreach meeting mentioned in the introduction? That represents a format, a package for delivering the information or message contained in the text to an audience. The suggestion to produce a fact sheet jumped over the first three steps —the objective was not clearly considered (though it was probably "in mind"); the target audience was not identified; and the message was merged with the format and suggested without considering the objective or audience.

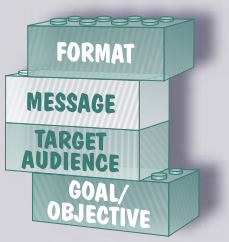
Format considerations

In some cases the format will define the distribution mechanism (newspaper articles, radio spots, public events). When choosing alternative formats, consider the following:

- Will the package be deliverable to the target audience?
- Is it "user-friendly?"
- Can the target audience decipher it?
- Does it accomplish the objective and promote the message?
- How will the target audience access and use the information?
- Is it something they will see once and discard or refer to often?
- Can it be produced in-house, with existing resources?
- How much will it cost, and who will pay for it?

Keep in mind that the package and venue for any message are usually linked. For example, printed materials containing environmental messages are often criticized if they're not produced with high-post-consumer-content recycled stock. Be mindful of the link between message, format, and distribution. In practice, this might

Building your plan… step by step



Goal:
Eliminate unsightly algal blooms in Lake Townsend, which are hurting tourism and causing dissolved oxygen levels to drop during the late summer.

Objective:
During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).

Target Audience:
Senior citizens and high-school students who live within 15 miles of Lake Townsend.

Messages:
Senior citizens
Find out what's going on in your own backyard.
Have some free time? Make a difference.
No training necessary.
Work with your community to preserve Lake Townsend.

High school students
What's bugging Lake Townsend?
Skip school and have your teachers thank you.
Earn high school credit and get a tan at the same time.

Formats:
Senior citizens
Announcements and flyers on volunteer monitoring, slide presentation, and handout materials.

High school students
Internet announcements, posters, slide presentation, and handout materials.

Match the message to the audience

The U.S. Environmental Protection Agency prepared a brochure for businesses on waste minimization, entitled *Waste Prevention: It Makes Good Business Sense!* The brochure noted that implementing waste prevention programs generated direct financial and other benefits like cost efficiencies, increased productivity, and expansion of the customer base. Only in the last panel of the brochure was there mention that waste prevention can have environmental benefits.

Examples of good messages

- Having your soil tested can save you money on fertilizer this spring.
- Leaving grass clippings on your lawn will save you time and money.
- There is a free seminar this weekend on how to build a backyard composter.
- Now recycling your oil is easier than ever – any gas station will accept it!
- A clean river is good for business and good for our community.
- Stop that leaky toilet and save money on your water bill.

mean announcing a river festival on brightly colored recycled paper or using certain kinds of music to reach target audiences by radio.

Repeating your message

In addition to being promotional vehicles for messages, formats often dictate the frequency of message presentation. Frequency is important because it determines how well the message will be remembered. Professional marketers know that the more times you see their advertisement for a product, the more likely you'll remember it and the more likely you'll buy it. The same holds true for education. Educating stakeholders and citizens on watershed or polluted runoff issues is no different: people remember what resonates with them and what is in front of them. As the saying goes, "out of sight . . . ." So if your message is short, you might want to display it on a refrigerator magnet and keep it in front of the audience for months or even years. Other packages—rain gauges, calendars, Frisbees, news media pieces, printed materials, and so forth—all have their own pluses and minuses. Take time to explore them to see if they fit your program of linking objective, audience, and message.

Package options

The following is an overview of some popular message packages. Choose one (or more) that helps achieve the desired result with the available resources. Combining formats can reinforce your message considerably. For example, promoting environmentally friendly agricultural practices through newspaper articles, farm field days, and "conserve our soil" ball caps creates interest in and support for such practices. Keep the target audience in mind while considering various formats. **Part II** includes specific guidance on how to develop the following formats/materials to increase the effectiveness of your effort.

Print

By far the most popular format is print. Printed materials include fact sheets, brochures, flyers, magazine and newspaper articles, booklets, posters, bus placards, billboards, and doorknob hangers. They can be easily created and can be referred to again and again by the target audience. When preparing printed material, be aware of how the information will be used. If it is to be faxed or photocopied, you will want to use a standard paper size and limit any artwork to line drawings. Dark-colored backgrounds can seriously limit photocopying, as you have probably discovered. Keep in mind that your message will be competing with lots of other printed material out there. Costs for high-quality color materials can be considerable, and the information can quickly become dated. Don't forget these issues during the planning phase.

Caution about calendars. Calendars are terrific outreach materials. They can be colorful, the messages on each page stay in front of your

audience for a month at a time, and everyone uses them. Some groups custom-tailor their calendar and turn it into a log of activities for the watershed, lake, or stream. People can keep track of the year's observable water events: ice-out and freeze-up, waterfowl migrations and nestings, mammal sightings, insect hatchings, and the like. The downside is that they are obviously time-sensitive and you can't use them for years to come. You must plan carefully for distribution to hit the market around November (when everyone is shopping for next year's calendar).

Stuff

"Stuff" refers to promotional items or "give-aways." These include Frisbees, magnets, key chains, tote bags, coffee mugs, bumper stickers, and so forth. Give-aways represent a good format to promote watershed organizations, simple actions, and general awareness. When choosing a give-away item, keep in mind the alternative message it might send—for example, too much plastic being used—which could counteract the environmental benefit of the message.

Media

Using the professional media—newspapers, television, magazines, radio—is not difficult, but requires some orientation and basic training on how to involve them in your outreach effort. **Part III** of this guide provides information on how to work with the media to distribute your outreach messages to targeted and mass audiences at virtually no cost. Opportunities to place your message in the media include informational news stories, people features, issue analyses, public service announcements, interview programs, call-in shows, editorial columns, and feature items related to sports, recreation, or outdoor living. The news media are always seeking interesting topics to fill their pages and broadcasts.

Internet

Increasingly, the Internet is becoming a powerful means of communication. It provides worldwide access to hundreds of thousands of sites containing millions of documents, chat rooms for special interest groups, and database/mapping features that are almost mind-boggling. Although the World Wide Web is used regularly and extensively by agency personnel, environmental group leaders, and the business community and can be a valuable format, average citizens still get the great bulk of their environmental messages from more traditional venues. Remember, too, that a Web-based approach is geared to a certain target audience—one that is very much "plugged in" and perhaps already attuned to your objectives.

There are opportunities to reach other audiences via the Internet through interest group Web sites (e.g., off-highway vehicle users, fishers, farmers). However, you will probably reach national audiences through their Web sites, not necessarily citizens of the watershed you're working with. Explore these sites before deciding

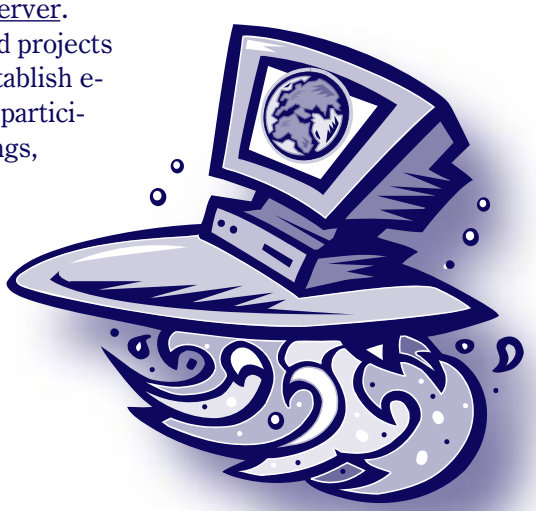
Good stuff

Refrigerator magnets are an excellent format for keeping messages in front of the target audience. For example, hotlines for people to call when they see conditions that contribute to water quality problems are easily promoted on magnets. The business-card size runs about $.23 each for a two-color combination on 1,000 magnets.

to use them in your program. The Internet will likely become more important to local watershed outreach efforts in the future. For now, its primary value lies in providing access to general water science information, databases like EPA's *Surf Your Watershed* (**http://www.epa.gov/surf**) and other public agency information, and environmental news from state and national groups, like the Conservation Technology Information Center's Web site at **http://www.ctic.purdue.edu**.

Set up hot links. Consider using your outreach program to help promote greater use of the Internet. Your watershed group can provide clickable "hot links" on local home pages for regional watershed information maintained by state or federal agencies. For example, having a "watershed information" link on a city or county home page can provide ready access to water quality data, partnership groups, best management practice applications, and other information to local people interested in the topic. Much of this information is available from state agencies, the U.S. Environmental Protection Agency, the U.S. Geological Survey, and other federal agencies. It's a simple matter to link agency information to Internet sites visited frequently by residents of your watershed.

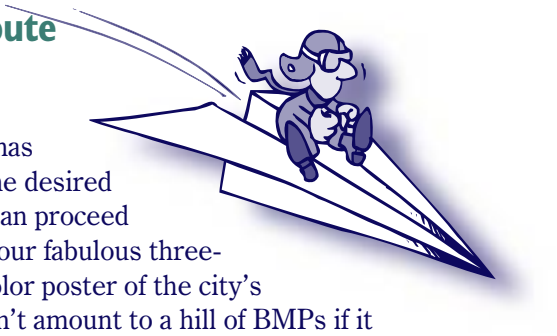
Establish an e-mail listserver. Finally, active watershed projects often find it useful to establish e-mail listservers to keep participants updated on meetings, policy discussions, and other matters. Implementing this communication link is simple and allows stakeholders to keep abreast of developments at their leisure. E-mail is the preferred communication medium among many citizens, business people, and agency officials because it can be accessed at convenient times and provides a written record of the communication.



Hark! Who goes there?

Who delivers the message can be just as important as the message itself. Try to get a representative from the target audience to deliver the message to his/her peers. Such people are credible and know how to "speak the language." For example, if you are trying to educate developers on best management practices they can implement to control sediment runoff during construction, recruit a developer within the community to distribute BMP literature or make a presentation on the subject.

Step 5: Distribute your message



Once the message has been packaged in the desired format, your team can proceed with distribution. Your fabulous three-dimensional four-color poster of the city's waterfront park won't amount to a hill of BMPs if it isn't distributed to the target audience. Fortunately, you've already considered distribution mechanisms somewhat during the process of researching the target audience and selecting a format. Further activity during Step 5 includes taking a close look at the level of time, resources, and work required for distributing the message. Are you going to mail all those posters? Do you need to buy mailing tubes? Do you have the addresses?

Common distribution mechanisms include direct mail, door-to-door, by phone, through targeted businesses, during presentations, as hand-outs at events, through media outlets, and posting your message in public places.

Mail

The mail delivery system can be the best distribution vehicle if your target audience can be defined geographically, or if you have access to a mailing list that encompasses your audience (e.g., developers, farmers). The U.S. Postal Service has established procedures for bulk mailings, and it is advisable to contact the post office early to discuss the pros and cons of this delivery approach.

Door-to-door

Studies show that going door to door with your message is very effective, but also resource-intensive. Try using a printed door knob hanger with a message that can be distributed without disturbing the occupants. Having your door hanger delivered by other civic groups during their activities (e.g., cookie or calendar sales) can save time and money in delivery.

Target businesses

Using selected businesses to deliver the message can increase the likelihood of reaching the target audience and save money on postage. For example, if you develop a brochure on oil recycling, ask to display the brochure at auto parts supply outlets. Keep in mind that businesses will be more likely to distribute your materials if

Building your plan… step by step

Goal:
Eliminate unsightly algal blooms in Lake Townsend, which are hurting tourism and causing dissolved oxygen levels to drop during the late summer.

Objective:
During the next 12 months, recruit 20 new members to the Lake Townsend Volunteer Monitoring Association to participate in the upcoming sampling season (action).

Target Audience:
Senior ctizens and high-school students who live within 15 miles of Lake Townsend.

Messages:
Senior citizens
Find out what's going on in your own backyard.
Have some free time? Make a difference.
No training necessary.
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High school students
What's bugging Lake Townsend?
Skip school and have your teachers thank you.
Earn high school credit and get a tan at the same time.

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High school students
Internet announcements, posters, slide presentation, and handout materials.

Distribution:
Senior citizens
Announcements in AARP newsletter, announcement in local section of newspaper under volunteers, flyer posted in retirement living condominiums, presentation on volunteer monitoring to local clubs.

High school students
Announcements posted on school web page, poster posted in science classrooms, presentation on volunteer monitoring made to high schools.

there is an added benefit to them. So if you ask septic tank pumpers to distribute refrigerator magnets containing information on what should and should not go into a septic system, include a space on the magnet for the customer to write down the hauler's name and phone number.

Presentations

Delivering your message in person through a presentation is extremely effective because you can be certain that your target audience is hearing your message, and your audience has a chance to respond to your message immediately. Schools, local clubs, and associations are always looking for speakers at their gatherings. **Part II** gives specific tips on developing effective slide show presentations.

Piggybacking your message

Remember that you don't always have to distribute the message yourself. If your target audience subscribes to an existing periodical, it may be more effective to include your message in that publication. It will certainly save you the hassle of dealing with mailing lists, postage costs, or news media releases. It will also increase the likelihood that your message will actually be read by members of the target audience since they are already familiar with the publication.

The basics of bulk rate

Third-Class bulk mail is used to mail advertising and other materials, such as newsletters and bulletins, that weigh less than 1 pound. Bulk mail rates are substantially less than First-Class rates, but have strict mail preparation requirements. Bulk mail must be presorted by ZIP code, state, or carrier route, arranged into packages or bundles, and placed into labeled sacks. The level of presorting determines the rate you pay, so it is always a good idea to sort your mail to the highest level possible.

The Basic Presort rate applies to pieces sorted into groups by state. The 3/5 Presort rate applies to pieces sorted into groups by the same three or five digits of the ZIP code. The 3/5 Presort offers the greater discount. To qualify for either of these two rates, you need a total of 200 mailpieces or 50 pounds. The Carrier Route Presort rate applies to mail grouped by individual carrier routes (the actual routes covered by a specific mail carrier). This is the highest level of presorting and therefore the least expensive. To qualify for this rate, you must mail 10 or more pieces per Carrier Route and have at least 200 mail pieces or 50 pounds sorted in this manner. The cost difference between the Basic Presort rate and standard First-Class mail can be as much as $0.10 per mailpiece. An additional $0.08 to $0.10 per mailpiece can be saved by using the carrier route presort.

Many charities and public service organizations, large and small, use bulk mail to raise funds, promote a message, or increase awareness about a particular issue. Qualified nonprofit organizations are eligible to mail third-class mail at special, lower bulk rates.

Step 6: Evaluate your outreach plan

Evaluation provides a feedback mechanism for continuous improvement of your outreach effort. Many people don't think about how they're going to evaluate the success of their outreach program until after it has been implemented. Building an evaluation component into the plan from the beginning, however, will ensure that at least some accurate feedback on outreach program impact is generated.

The success of outreach programs depends on how well they are planned and implemented. Evaluating that success is not difficult if you initially develop concrete, measurable objectives that can be compared against what was actually achieved. Moreover, focusing the outreach effort on discrete target audiences provides a manageable approach for both implementing the outreach program and measuring its success.

Why evaluate?

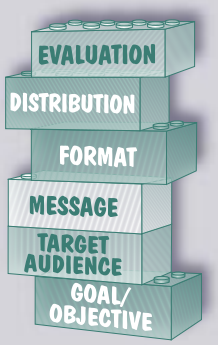
You have just expended a tremendous amount of effort and resources and you need to know what worked and why so you can make adjustments in the future. Perhaps you used foundation funds and are subject to requirements calling for demonstrable improvements in water quality or other measurable progress. When soliciting private foundations for funding, you will be in a much stronger position if you can show them that your program did work.

Types of evaluation

The degree to which you evaluate your outreach program will be determined by your time and available resources. Evaluation doesn't have to be an all-consuming task, and it should definitely avoid the "paralysis by analysis" condition that afflicts the assessment processes conducted by many organizations. At a minimum, you will review the outreach plan with the staff or watershed team to determine whether the objectives were attained or supported, the target audience reached, and so forth. Outreach programs ideally feature pre- and post-tests of randomly selected individuals that measure what knowledge or behaviors existed before the program was implemented and after it ended. This approach is used mainly for large-scale, high-level efforts because of the resources involved.

You will probably use three types of evaluation at different phases in your outreach planning process.

Building your plan… step by step



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Evaluation:
Does my objective have a direct measurable result?
Have I collected enough data on my target audiences?
Do I have enough resources to prepare all of my materials?
Did I prepare my materials within the proposed budget?
How did the participants find out about the volunteer monitoring training?
How many members of my target audience participated in the volunteer monitoring training?

Bringing it all back home: reinforcing the Children's Groundwater Festival

Each year more than 3,000 students attend the Children's Groundwater Festival, hosted by the Groundwater Foundation. The Foundation conducted a behavioral impact study to determine the degree to which students alter their behavior after attending the festival. Results indicated that while students often adopted new behaviors, the maintenance of those behaviors was highly dependent on parental role-modeling in the home. In response to this finding, the Groundwater Foundation initiated the "Bringing the Festival Home" program, which encourages student attendees to take the information home and share it with their families, classmates, and residents in their community.

Planning evaluation

Planning evaluations *assess the likelihood that outreach programs will achieve their objectives*. This type of qualitative evaluation is conducted during development of the outreach plan. It resembles a sort of "continuous monitoring, continuous focus" approach. Planning evaluations help determine whether sound objectives were developed, target audiences were properly analyzed, and appropriate messages were crafted. Continuous evaluation during the planning process helps clarify program objectives and keep activities sharply defined. Planning evaluations can also occur after completion of each step in the process by reviewing the proposed plan with staff and analyzing decisions at each phase of the planning process. Conducting cursory pre-tests of materials on representative samples of the target audience and convening focus groups on selected outreach components also provides valuable planning evaluation information.

Process evaluation

Process evaluations *focus on implementation of activities as they relate to budget requirements, schedules, and staff resources*. Process evaluation occurs as the program is being implemented, early enough in the outreach delivery process to allow modifications before too many resources have been expended. This sort of "early warning system" can include logging the costs of specific activities, checking the frequency of material distribution, making contact with distribution outlets to see if materials were received in a timely manner, reviewing media clippings to determine how news releases and articles are being published, monitoring the number of responses to messages (attendees at an event, responses to surveys, callers to toll-free numbers), and gathering information through focus groups or surveys to determine distribution effectiveness.

Impact evaluation

Impact evaluations *assess the outcome or impacts produced by the outreach program* and are directly tied to the original objectives. This type of evaluation measures the effect of an outreach program on the target audience by asking "To what extent did we achieve our objective?" Typical performance measures under impact evaluations include increased awareness, knowledge of an issue, change in behavior, repeat participation in an activity, and changes in perceptions and beliefs. Unintended outcomes can be generated by an outreach program, and if there is evidence such outcomes are prevalent, an impact evaluation can attempt to capture and define them.

Assessment tools for impact evaluations can consist of focus groups, surveys, interviews, and, of course, actual measurement of improvements in water quality. A common impact evaluation tool is to compare behaviors, attitudes, or beliefs of the target audience before and after the outreach program is implemented. If you intend to use the pre-/post-test approach, it is critical to obtain target audience

Evaluation questions

Possible evaluation questions regarding each step include the following. The type of evaluation used is indicated in parentheses: planning evaluation (1), process evaluation (2), and impact evaluation (3).

Step 1: Define your goals and objectives
Are the objectives consistent with the planning team's goals? (1)
Are the objectives specific, with time limits and measurable components? (1)
Will I be able to evaluate whether the objectives were accomplished? (1)
Do I have the resources to accomplish the identified objectives? (2)

Step 2: Identify your target audience
Are there barriers to accessing the target audience that can hinder the plan? (1)
Is the target audience for each objective sufficiently defined? (1)
Have I collected enough data on the target audience? (1)
How long will it take to collect survey data on the target audience?(2)

Step 3: Create your message
Is the message relevant and accessible to the target audience? (1)
Is the language of the message appropriate to the target audience? (1)
Is the message specific for each audience, and will it resonate with each? (1)
Can the target audience respond to the message in an easy, convenient way?(3)

Step 4: Package your message
Is the format selected appropriate for the message? (1)
Do I have the resources necessary to prepare and use the selected format? (2)
Will I be able to distribute messages in this format efficiently? (2)
Am I going to have enough materials for the entire target audience? (2)

Step 5: Distribute your message
Will the planned distribution mechanism reach all of the target audience? (1)
Do I have the resources to distribute the format under the existing budget? (2)
Have I factored in enough lead time to get the materials published and distributed? (2)

Step 6: Evaluate your outreach plan
What tools will be used to assess the impact of the outreach program? (3)
Who will be responsible for tracking budgets and schedules? (2)
Do I have a baseline on target audience behaviors, beliefs, and attitudes? (3)
Do I have the resources to conduct pre/post surveys or other assessments? (1)

baseline information on the issues linked to the program objectives before the outreach program is implemented so comparisons can be made. Design your pre-test with the end result—the objective—in mind.

When planning an impact evaluation, it is important to clearly identify the time frame for measuring results since the true impact of a number of programs is realized long after the activities have ceased. For water quality improvements, it can take 7 to 10 years for improvements associated with the implementation of BMPs to be detected.

Another impact evaluation approach includes the direct measure of actions taken by the target audience. For example, if your outreach program encouraged residents to leave grass clippings on their lawns, you could measure the amount of yard waste going to the landfill before and after the program is implemented. Oil recycling can be measured by tracking recycled oil return trends at area collection centers. Care must be taken when designing evaluation tools to ensure that targeted variables are being accurately assessed. It is often difficult to trace water quality improvements directly to a specific program or action, just as it is difficult to attribute purchasing behavior to a specific advertisement or product attribute. A little creativity, some insight, and a lot of different perspectives are important ingredients for designing evaluation programs.

Where do we go from here?

Congratulations! You have just completed all of the steps necessary to develop an effective, executable outreach plan. Use the worksheets in **Appendix A** to help organize your plan and identify possible gaps. Then move on to **Parts II** and **III** to get specific tips on developing and enhancing outreach materials and working with the professional media.

Part II: Creating Outreach Materials

Part II of the guide provides tips and examples for developing and enhancing outreach materials. It includes suggestions for creating eye-catching materials, using artwork and photos, making your products more attractive, and advice on how to approach layout and composition. Also included is a listing of costs for preparing various outreach materials.

What's in Part II

- Elements of composition and layout
- Using artwork and photos
- Establishing your watershed identity
- Packaging your watershed message
- What does it cost?

Elements of composition and layout

When designing the layout of your brochure, flyer, or how-to guide, use restraint, consistency, and quality materials. Restraint should be used in choosing type faces or fonts, consistency should be used with the kinds of graphics or artwork selected, and quality materials should be used for photographs and artwork. Invite readers into your material with appealing, user-friendly layouts.

White space

White space refers to the amount of space on the page that is left blank. White space should be treated as a graphic and used liberally. To immediately create white space, try expanding the margins on your brochure or flyer. Make your headline wrap onto several lines so white space is created on the right side of the page. Do not justify your text; this creates more white space at the end of each line and also makes text easier to read since your brain "remembers" the last word in the line above the one you're reading.

Typefaces

Design your materials so the layout draws the eye into and around the entire work. Select typefaces for readability. Provide variety, but don't use them all. A good typeface calls attention to the message, not to itself. Choose no more than two to three different typefaces for your piece. DO NOT USE ALL CAPS BECAUSE IT IS TOO HARD TO READ THE TEXT. San serif fonts (fonts that don't have the "feet" on the letters) are good choices for headlines and sub-

heads. Arial and Helvetica are popular sans serif fonts. Serif fonts, such as Times Roman, should be used for large blocks of text because your eye can read the words more easily (this guide uses Humanist type face for the headers and Century Old Style for the text). Hundreds of fonts are available, but resist the urge to use them all in one publication just because they are loaded on your computer. Experiment with the fonts to get the look you want.

Fonts for all seasons

Oz Handicraft is a good font for Kids messages

Humanist is a good font for crisp, clean headlines

Shelley Volante is a good font for a soft, friendly look

Century Old Style is a good font for long blocks of text

Layout of text

Always remember that the ultimate purpose of your materials is to be read, so make your text readable. Don't organize text into clever shapes (like a circle or Christmas tree) if it is going to make it difficult to read. Be careful about "burning" graphic images over the text, since this can make the text virtually unreadable. A general rule of thumb is that the narrower the column of text, the smaller the font size. For example, using 8 ½-by -11 inch paper, if the text goes across 6 inches of the page, the font size should be 12 point. If you choose a 2-column format, the font size can be decreased to 10 point. Most desktop publishing software include templates for various publication layouts.

Making your text come alive

Make the text interesting for your readers. Keep the text to a minimum and use the active voice. You can use various formats to make your text more engaging. Consider telling a story or leading off with a letter from a concerned citizen. Always try to include a local angle, and keep the message simple.

Make your text interesting

- *Tell a story* - Once upon a time there was a lonely smallmouth bass....
- *Write a letter* - Dear Anacostia Watershed Association, I want to thank you for planting that streamside buffer....
- *Use a local angle* - Watershed Highlights for Fauquier County Residents
- *Use examples* - Cane Creek residents show how teamwork can help improve water quality

Hooks

Hooks are devices that can be used to reinforce information in the text or to grab the reader initially. Your headline can be a significant hook to engage the reader. For example, a booklet on groundwater contamination leads off with "Is someone contaminating your drinking water?" Consider including a quiz at the end of your text to test the reader's knowledge. Using games, humor, or contests can also encourage the reader to read all of the material.

Using artwork and photos

Graphics—photos, logos or other artwork—are great for breaking up long, gray blocks of text, allowing readers a visual break. Images of lakes, streams, rivers, wetlands, and other watershed features are "naturals" for dressing up your message format. The emotional appeal they elicit can be tremendous. This section presents ideas for incorporating artwork and photos in your watershed message material and presentations.

Incorporating clip art

The term *clip art* or *copy art* simply refers to a drawing or other graphic representation that is clipped from a booklet for use. You have no doubt seen many examples, most notably in newspaper advertisements during any holiday of the year. Clip art is produced specifically for the purpose of repeated use. It is available and "cleared" for copying—it is not restricted by copyright.

You can also buy books of clip art at art supply stores. If you use a computer for designing watershed message material, a large amount of CD-ROM electronic clip art is available. Check any computer magazine and you will probably find many from which to choose. If you're downloading images from the Internet, make sure the image is not copyrighted.

In the near future the U.S. Environmental Protection Agency's Office of Wetlands, Oceans and Watersheds will provide the graphics listed in Appendix B on their Web site. Their web address is **www.epa.gov/owow/watershed**.

If you have a limited number of clip art images, try repeating the image across the page or make the image different sizes. When using several graphic images on one page, vary the sizes of the graphics for interest.

Tips for using clip art

- Keep original images in a file so they can be used repeatedly.
- Glue down edges to avoid shadows and lines in photocopying.
- Leave white space around the artwork; avoid crowding text.
- Compose originals on white paper, then copy to selected colors.
- Touch up artwork after copying, reducing or enlarging.

Using mascots

An effective way to communicate your message to the younger set is through mascots. Mascots become familiar faces that can take on personalities, stories, and "lives" of their own. Consider adapting child-friendly people or critters into puppets, comics, posters, banners, displays, festivals, parades, calendars, contests, skits, student lessons, or activities. Hanna the Hawk and Finny the Fish were created for student polluted runoff and watershed education programs. Hanna was developed as a rural character and Finny as a hip urban figure.

Hanna is a red-tailed hawk, a widely distributed bird with keen eyesight. As she soars over the watershed in her Amelia Earhart aviator outfit, Hanna can easily spot polluted runoff and swoop down to explain the problem and suggest ways to fix it. Finny, a largemouth bass, is equally knowledgeable about runoff pollution from the perspective of living in the watershed. His friends and neighbors need clean water and good homes to live healthy and happy lives, and Finny helps explain why. When polluted runoff or other watershed problems threaten surface waters, Finny sends his cousin Hanna on a flight mission to seek out and correct the problem.

Using photos effectively

Using photographs can reinforce your message dramatically. But, it is better not to use a photograph at all if it is poor quality. Taking effective photographs takes practice and patience. Photos of people, especially children, appeal to many audiences. Show action in your photographs, such as water quality sampling, tree plantings, or festivals.

If you do not have access to a good photographer, consider using stock photos. These photos are available on CD-ROMs and can start as low as $25 for a set of 50 good-quality photographs. The Internet also stocks thousands of images that can be downloaded.

Tips for better photographs

- *Keep the sun at your back to bring out the most color and detail.*
- *Look for diagonal lines or other elements that suggest movement.*
- *Dawn and dusk create soft, rosy, interesting light effects.*
- *Midday lighting produces flat, shadowless images.*
- *Take lots of pictures, then screen them out later.*
- *People are interested in people, so use human subjects frequently.*
- *Shoot people up close to avoid tiny, unrecognizable faces.*
- *Kids and animals are almost always good subjects for photos.*

Establishing your watershed identity

Your watershed planning or management team has undertaken its outreach program to accomplish important objectives. Getting the attention of the target audience and having them respond to your message will be easier if you are perceived as competent, professional, and linked to watershed issues. Establishing a watershed identity by defining your image as a credible, objective, proactive force in the community is based to a large extent on reputation and performance. You can link that image to your outreach messages visually by adopting a logo, symbol or other identifying element that helps your audience connect your group with its message. Well-designed outreach materials often feature such a graphic tied to the organization sponsoring the materials, since visual links like logos can provide an almost instantaneous connection. Attractive logos, letterheads, business cards, note cards, brochures, and other materials help you build a credible, professional image.

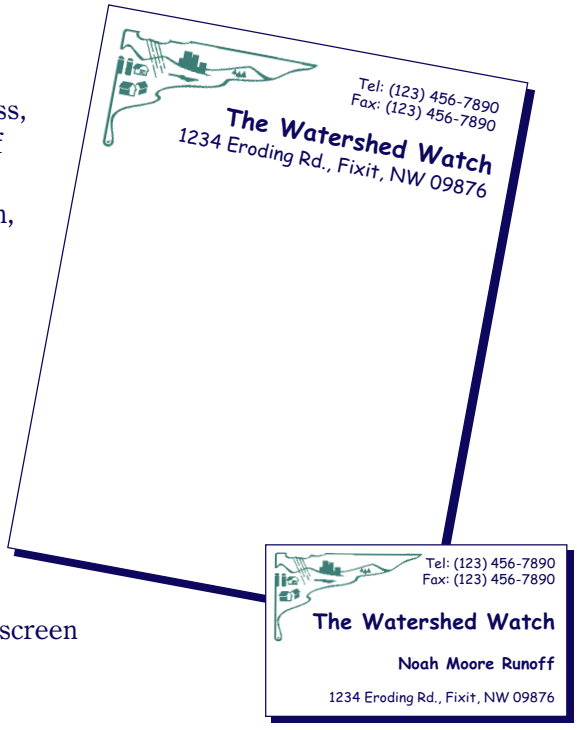
Logos

A logo is a visually distinctive treatment of your organization's name and image. It is the distilled, visual essence of who you are and what you stand for. Think of your logo as your graphic signature. Plan for it to appear on all your materials, including letterhead, business cards, brochures, newsletters, and meeting announcements.

The key to a good logo is simplicity—clean, uncluttered lines and shapes. Ideally, people will recognize your materials from the logo alone. Silhouettes of objects often work well as logos. No matter how straightforward or stylized, your logo should evoke an image of you. Keep in mind that a logo must look good no matter how large or small it appears. You might be using it on large posters as well as business cards. Choose an image that's aesthetically pleasing—something you will be proud to be identified with and glad to see again and again.

Letterhead

Letterhead also communicates your image and identity to people. At a minimum your letterhead should contain your organization's logo, name, street address and mailing address, phone/fax numbers, e-mail address, and Web site address, if applicable. Some groups also choose to list the officers or board members of the organization. With all this information, the letterhead can become pretty congested if you're not careful. To avoid this problem, some people draw a box around the correspondence area of the letterhead. Others insert a vertical rule or "scholar's margin" down the left side of the page to separate organizational information from the written correspondence.



If working with a printer, you might experiment with various screens to give the letterhead more variety. Screens mean making the ink less intense in some areas, which provides the effect of two-color printing without the expense. If using a dark blue ink, for example, a 50 percent screen yields a lighter blue.

Business cards

Like letterhead, business cards help build your image. Even if you plan to include contact information in other material you send out, it is still a good idea to attach a business card. It makes it easy for someone to contact you in the future. A lot of important information is presented on the standard 3½- by 2-inch business card. Key elements include your logo, organization name, street and mailing addresses, phone/fax numbers, e-mail address, and Web site, if you have one. The name and position of the person holding the card should be prominently displayed.

Use the entire space to advantage. Do not print tiny words and graphics and tuck them unobtrusively into the corners. Avoid using script typefaces unless they are large and bold.

Packaging your watershed message

Many different printed, broadcast, and other formats are available to convey your messages. This section discusses several options that might be right for you. Computer desktop publishing has made the production of many of these materials easy and fun. If money is tight or you do not have access to a computer, don't worry. You can still produce attractive and effective materials using basic resources such as a photocopy machine, scissors, and tape.

Brochures

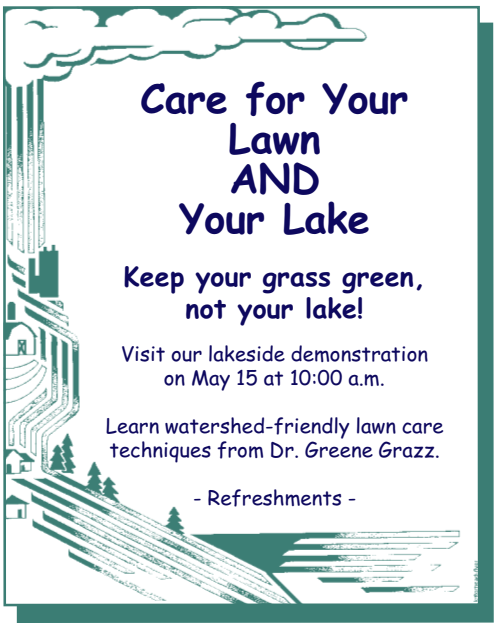
Brochures are an effective way to present and explain your watershed message. Unlike many other communication vehicles, brochures can be distributed in many places. Racks can be set up at libraries, marinas, and fairs. You can pass brochures out at meetings. You can even organize a direct mail campaign. Think through the purpose of your brochure and its intended audience before you start. You might use it as a way to solicit interest and involvement, or to promote watershed education and positive behaviors. The purpose will significantly define the appearance and content.

Tips for better brochures

- *Use colored or textured paper, graphics, and an audience-targeted layout*
- *Explore various sizes and folds, taking care to fit the layout to the fold*
- *Collect and review samples to get an idea of what you like and don't like*
- *Produce enough extras on the first run to handle extra demand*
- *Using colored ink can result in interesting combinations*
- *Leave plenty of white space; don't crowd or cram the content*
- *Include variety in designs, but watch out for overly "busy" appearances*
- *Use subheadings to break up massive blocks of text*
- *Use bullets for quick and easy reading*
- *Ask several people to edit, critique, and proofread*
- *Avoid acronyms and technical jargon; use "polluted runoff" for nonpoint source pollution*
- *Don't forget to include an address and contact number for more information*

Flyers

Flyers can be extremely effective if they are engaging, concise, and memorable. They are often used to impart brief, important messages or implore simple actions. Explore your options regarding paper and ink colors,type faces, and type sizes. Keep the text brief, the letters fairly large, and the design attractive. Incorporate artwork or pictures either by photocopying or attaching with spray glue or double-sided tape. Don't forget to consider the target audience in design, composition, and distribution.



Posters

Posters can be an excellent option for message delivery, displayed widely for months or even years. Text, photos, slogans—even graphs—can be presented effectively on posters. Mostly, however, they are used to build awareness (*Save the Bay*) or deliver a simple message (*If you're not recycling, you're throwing it all away*). Be aware: production and distribution costs can be considerable. Mailing tubes and postage can cost as much as the poster itself. Folding and mailing in large envelopes causes creases that detract from appearance, but this does not necessarily mean abandoning the approach. Posters can pay for themselves through sales, but the poster design has to be really, *really* good.

Tips for better posters

- *Focus on the objective, target audience and message*
- *Sponsor a photo or design contest to obtain original artwork*
- *Use a catchy slogan or theme*
- *Graphic elements should immediately convey the message*
- *Check to make sure the desired size is economical and tube-friendly*
- *Large, bold graphics (photos, artwork, etc.) command more attention*
- *One- or two-color posters can be compelling if designed well*
- *Use standard sizes so it is easy to obtain a frame for the poster*

Displays

When composing any large-format display, treat your entire display space as if it were a page layout, a photograph, or a painting. The same basic elements of composition governing good design and flow apply. A common mistake in presenting material in a large format is the tendency to place lots of small items in a big space—small photos, tiny text, little letters. You might consider producing an

informative companion piece, such as an illustrated fact sheet or simple brochure to accompany the poster.

Watershed project displays at conferences, seminars, or outdoor events provide an excellent venue for sharing information, educating and involving citizens, promoting helpful actions, creating linkages, and building general awareness. You need to compose a display so it's as aesthetically appealing as a well-designed page. Use an engaging, flowing design that attracts attention, invites the viewer in, and leads the eye throughout. For example, if your display highlights your volunteer monitoring program, use a fishing net as the backdrop and include various sampling instruments in the display. Experiment with different fabrics to drape over the backdrop of your display to add texture. Whenever possible, *show* your program instead of telling it.

Avoid the common pitfall of pasting up dozens of 8- by 12-inch photographs with tiny captions underneath each one. Try blowing up a significant photograph to poster size and then use additional photographs to support the primary theme. Produce and distribute brochures or flyers to convey the details of your project. Again, focus on the objective—why you're at the event, what message you hope to deliver to which audience, and what you want to accomplish.

Tips for better displays

- *Make sure you can read the text from a comfortable distance*
- *Interactive is ideal—doing is always better than just seeing or reading*
- *Lure the kids with something fun, and the parents will follow*
- *Refrain from using your exhibit as a literature dump or that's where it will end up*
- *Be creative with design and layout, and do things on a big scale*
- *Use fabric and materials to make the display 3-dimensional*

Billboards

Billboards, like posters, can effectively present an outreach message or raise awareness if well-designed and attractive. Remember to link the billboard location to your target audience. For example, if your message is targeting boaters in coastal areas, your billboard location should be within several miles of the coast. Outdoor advertising venues can expose tens of thousands of people to your message, but be aware that some people find them patently offensive—especially on scenic rural roads. Billboards offer a chance to present highly compelling, noncommercial messages that can be engaging, artistic and memorable. Positive aspects of using a billboard include high

reach (numbers of people), immediacy, and high frequency (number of times seen). Negatives include the fact that you can convey only a short message to a relatively nonspecified audience and it is difficult to evaluate the effectiveness of the message. Costs can also be considerable and are based on how many you buy, how long they are up, and the location.

Tips for better billboards

- *The message should change every 60 days or it will blend into the background*
- *Investigate display opportunities before designing or producing the ad*
- *Obtain at least three production/printing/display estimates*
- *Approach local businesses to request free display for public service ads*
- *Design a strong, simple ad that can be read quickly at a distance*

Bumper stickers

Bumper stickers are highly individualized traveling billboards. Since so many Americans spend so much time on the road, chances for message exposure through bumper stickers are excellent. Keep messages positive and focused on the objective (e.g., *Save the Bay*). Composition is easy: combine a catchy message with a piece of art and you're in business. Production options include everything from print shops to silk-screening in a garage. Choose a design you can see from a distance and a color that will beckon from a bumper.

Tips for better bumper stickers

- *Check popular sizes before finalizing your design*
- *Use a brief message presented in bold, large letters*
- *Keep graphics simple and easily recognizable*
- *Attach a mock-up to a bumper to ensure readability*

T-shirts and promotional items

T-shirts and caps are popular items and "really get around" to help spread your message. Use your imagination on how best to conceive, design, and distribute them. Be sure to carefully consider cost, and don't be overly optimistic on sales income because sales rarely achieve expectations.

Tips for better T-shirts

- *Large, XL, and XXL are the most popular sizes*
- *Many people prefer 100% cotton over the less expensive blends*
- *Don't forget the popularity of long-sleeved varieties in cooler climates*
- *Explore options in both shirt and ink colors for variety*
- *Find several suppliers in the yellow pages and get quotes*
- *Use your logo, if you have one, and watershed name*
- *Estimate quantities carefully to avoid overstocks*
- *Try to get a picture of a local celebrity wearing your shirt*
- *Caution: Dated materials are harder to sell after the fact*

You can also order any number of other customized items emblazoned with your logo and message. Prices naturally go down with quantity, but make sure you will be able to distribute your supply within a reasonable amount of time.

What to Give Away

- *Pens*
- *Matchbooks*
- *Caps*
- *Mugs*
- *Beach towels*
- *Beverage holders*
- *Key chains*
- *Barbecue aprons*
- *Hot pads and mitts*
- *Tablecloths*
- *Totebags*
- *Salt & pepper shakers*
- *Pennants or flags*
- *Calendars*
- *Frisbees*
- *Magnets*
- *Rulers*
- *Car tag frames*

Tips for better promotional items

- *Check with a printer to see if your design can be reproduced effectively and inexpensively, or on a number of different materials*
- *If developing a two-color design, make sure it also reproduces well in black-and-white*
- *Allow plenty of time for design, production, printing, and distribution*
- *Carry the design theme or logo through all literature and/or accessory items*
- *For mugs, select a strong, clear design; specify dishwasher-safe*
- *Consider packaging method and costs for mailing or other distribution*
- *Check with an advertising specialties company for ordering in quantity*
- *Publicize your products!*
- *Conduct a program to market/distribute them*

Presentations

If you have spent any time at all in conferences and meetings, chances are you've seen a few slides or overheads. Dropping slides into the projector and setting up the screen does not guarantee a show, however. It takes planning and practice to present your story as a beautifully wrapped package that creates a coherent, convincing, aesthetically pleasing visual journey.

Gear your presentation—its content and style—to the audience. Once you have a stock of photos to choose from it's a simple matter to go back in and add, switch, or delete slides as appropriate. You might want to number the slides and keep a running list of the different versions presented so they can be recreated. Avoid reading text slides during a presentation. Use the time to talk about the subject matter in the text. Focus your slide configuration and vocal presentation on telling a story based on your knowledge, experience, insight, and perspective. A rough outline is a good idea to make sure that your presentation has a central focus and a beginning, middle, and end. Self-directed humor is often effective, if used sparingly.

Use only visually pleasing, in-focus slides. Avoid slides requiring introductory apologies (e.g., "I know this is hard to see, but . . .). Flow chart slides are notoriously indecipherable from a distance. Break down the chart items to several slides or summarize the process being depicted in a larger format. Monitoring data charts should also be summarized since they can look like computer chip close-ups from the back of a room. Always make sure text slides are readable, and don't be afraid to explore new color choices. Finally,

consider using a rapid-fire photo montage at some point in the program. This technique simply presents a succession of photos with little or no commentary, reinforcing your message with a blend of photos that creates an interesting, memorable impression.

When using overhead transparencies remember to print your text in at least a 14 point font so it will be readable on the screen. There are a wide variety of colored transparencies available that can spruce up your text. There are also transparencies that when photocopied print clear text on a colored background. These are visually effective as well. If using overheads, try to intersperse some nontext materials (such as a newspaper clipping, cartoon, etc.) to break up the presentation.

Events

A watershed event can be the most energizing, exciting format for distributing messages targeted at awareness, education, or direct action. If resources are limited and the message is fairly focused, try to latch on to an existing event that involves your target audience. Trade shows and other events for farmers, developers, boaters, fishers, the automobile industry, and other groups can often be accessed with a little research and a few phone calls. If you're hosting your own event, be advised that nothing substitutes for planning. No detail is too small, no aspect is too insignificant to be thoroughly examined, reexamined, and subjected to contingency planning. Major events are much like military campaigns. You'll need plenty of advance time, information on the site, logistical plans, a force commensurate with the objective, and the capacity to accommodate plenty of action.

A major consideration in planning an event is how you intend to attract attention. As in all outreach, you can't deliver a message to the target audience if you don't have access to them. Approaches for generating interest and attention are limited only by your creativity. Watershed groups have used blues bands, balloons, face-painting, water drop mascots, dunking contests, interactive displays, video games, give-aways, clowns, jugglers, and celebrities to draw in the crowds. Nearly any idea that works and does not detract from the message is acceptable.

What does it cost?

The cost of producing outreach materials varies depending on several factors: number of colors used, size of paper, number to be printed, etc. To keep costs down, remember to always to get three quotes for a printing job. You'll be surprised at the price differences. Specify quantity, size, colors, paper stock, and other elements when asking for quotes. Allow plenty of time for production so you won't have to pay a rush charge. Some printers print certain colors on certain days with no extra set-up charge so be sure to ask first. When deciding how many materials you want to print, remember the long term. Printing charges diminish considerably after the first 1,000.

Costs for various outreach materials

Note: These costs are only estimates. You should contact individual vendors when preparing your budget.

"Stuff"	Magnets	$.23@/1000 (Two-color, business card size)
	Canvas tote bags	$2.20@/1000 (One-color, two-sided)
	Stickers	$.07@/1000 (One-color, 3-inch circle)
	Frisbees	$.68@/1000 (8 inch)
	Posters	$2.50@/5000(4-color, two-sided 11- by 17-inch folded
	Lapel pins	$1.38@/1000
Printed materials		
	Printed fact sheets (1-sided)/1000	
	Black ink	$109
	One-color	$139
	Two-color	$226
	4-color printing	$1286
	color copies	$900
Presentation Materials	35-mm slides	$4.25/slide
Display booths		
	Table-top	$500
	10- by 10-foot	$1500-$2500
Bus transit cards	inside bus	$1.00/card, no limit for one month
	outside bus	$4.00/card, 50-card limit for one month
Billboards		$500–$1500/month, with 6 months, minimum
Subway diaramas		$10.00/diarama, 10-diarama limit
Other	Phone directory of U.S. (CD-ROM)	$150
	Stock photos on a CD-ROM	$20-$100/100 photos

Part III: Working with the Media

This section gives specific tips on working with the news media to get your message out and heighten watershed literacy through improved media coverage of polluted runoff and other water quality issues. You'll learn the basics of how to prepare a news release, hold news conferences, write a feature story, and work with reporters.

What's in Part III

- Why use the news media?
- Who are the media?
- What makes the news?
- How do I "do" the news?
- Levels of doing the news

Why use the news media?

Most people are quite comfortable on the receiving end of the news media, but aren't very excited about the prospect of getting in front of a reporter, microphone, or television camera. But if your watershed management objectives include educating targeted or mass audiences about problems and solutions, building support for remediation projects, or generating awareness and interest, you need to consider the advantages offered by the media.

Americans are voracious consumers of mass media, and information on water and other science issues is not much different from information on health, economics, or sports. Research conducted for several Mississippi River watershed groups found that 47 percent of watershed residents get their information on river issues from local television news, 27 percent from local newspapers, and 18 percent from radio news. Only 2 percent mentioned environmental mailings as their first or second news sources, and meetings didn't even make the list. Obviously, the news media are an important and powerful means of communicating watershed messages to both targeted and broad audiences.

"If you don't exist in the media, for all practical purposes, you don't exist."

-Daniel Schorr, news analyst for National Public Radio

The news is free!

The news media are effective, available, and free. Surveys repeatedly show high interest among the public for environmental issues, and water quality—particularly as it relates to drinking water and recreation—rates very high. Reporters are always looking for

"news"— informative articles, features, or columns—to fill their pages or broadcasts. Packaging your watershed messages as news stories can result in the distribution of your information to mass audiences at virtually no cost. You have to buy an ad, but placing your message in the news is free.

Reporters often cover water quality issues debated at public meetings and other events. Expanding coverage through a planned, proactive approach can help build and support new attitudes, generate interest in remediation projects, promote possible solutions to water quality problems, introduce and explain policy or funding proposals, and motivate or reinforce volunteers in the field. Public agencies are discovering that working with the media helps in building awareness of agency activities, responding quickly to public concerns, explaining technical issues, and clarifying enforcement programs.

Reach x Frequency = Results

The number of people receiving your message times the number of times they receive it will determine the results of your effort.

Delivering educational, promotional, or motivational messages through the news media is similar to distributing them through other channels. If you want results, you need to repeat the message periodically and link it to something the audience values. Coverage of watershed issues from several different angles can help accomplish this. Remember that news is the lifeblood of the media, and focus on how you can package your message to attract coverage. Despite a few important considerations, which are explained in detail below, it is possible to conduct a media-based outreach campaign without being drawn into controversy. Orienting yourself to the workings of the media and the needs of reporters will help keep your program focused and effective.

Becoming a student of the media (rather than just a consumer) can help you discover important information about how a particular outlet covers the news—things like who reports on environmental issues, what's been covered so far, and what topics are the subject of editorials. Developing some knowledge of a media outlet will help later, when you are discussing possible coverage for your events or issues.

Sample headlines

- Fish habitat improving, but slowly
- Groups target polluted runoff for cleanup
- Storm drain dumping can cause fish kills
- Erosion leads pollution problems, group says
- Forested buffers bringing back the birds

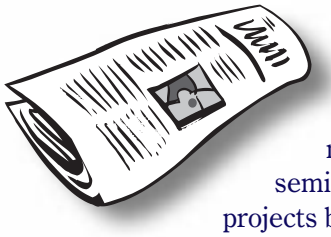
Who are the media?

Newspapers, magazines, television, and radio make up the news media. They share some basic attributes, but each is distinctly different from the others. The three major formats are reviewed in this section, and more detailed information on each format is provided later.

Television

Television serves as the primary source of news for more than 70 percent of the population. It is picture-oriented and action-driven. Television news stories, according to an industry publication, are always about people; need emotion, controversy, conflict, and great video; and are engaging and compelling. Be aware that these elements will be sought out by TV reporters, and be prepared to respond to their tendency to overemphasize them. Discuss the issue with them before the cameras roll. Don't be discouraged by the "loose cannon" nature that sometimes characterizes television news. Just recognize which activities they can help with (e.g., educational feature stories, event coverage) and which they might use to inflame the audience.

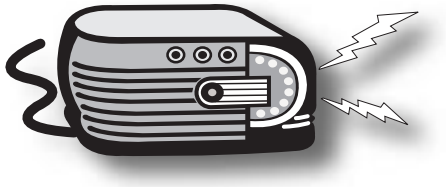
Newspapers and Magazines



Newspapers are powerful vehicles for delivering educational information, policy analyses, public notices, and other messages. Many displays at watershed seminars proudly post newspaper articles on the projects being presented in recognition of the importance and impact of newspaper coverage. Published news articles are almost always longer and more analytical than television stories, and they can be read by several people at their own leisure without the "hit or miss" hazard of broadcasts. Visual elements like photos, charts, and graphs can provide even more perspective to published stories and can deliver complex information on trends or other data in an easily understood format. Public access to newspapers is usually excellent; no specialized equipment is required. In addition, the vast need for new "news" to fill the pages daily means newspaper reporters will be particularly interested in covering your issues. Magazines, like newspapers, allow for greater length and analysis than television and provide the additional benefit of targeting specific audiences (e.g., off-highway vehicle enthusiasts, farmers, or recreationists).

Newspapers and magazines attempt to reach their readers' emotions through their intellect; television attempts to reach viewers' intellect through their emotions.

- Television news station booklet



Radio

Local radio stations often have feature programs, but don't cover news in depth. Public stations may devote more time to news, analytical, or educational programs, but they might not reach your target audience. Targeting general audiences can be done through radio, matching your message with the type of format or station. Radio has format varieties ranging from musical selections of metal and rock to country and jazz, and talk formats as well. Although the extremely short nature of spot news coverage on radio does not lend itself well to deep analysis and lengthy information delivery, radio can play a valuable role in reinforcing other outreach efforts conducted among specific audiences. For example, one state bought informational ads on agriculture-related water quality issues from a country station and received as a benefit some free news coverage of the issues during the year. The news coverage and ads on the radio were designed to support other outreach efforts being conducted through farm field days, newspaper articles, and farm magazines.

What makes the news?

Certain key elements apply to what is covered as "news." Good news stories have at least one of the following attributes:

- Involve local people or issues
- Focus on unique or unusual attributes
- Relate to significant matters or events
- Affect many people throughout a region
- Involve controversy or strong emotions

Your outreach or educational messages won't be required to have all these significant elements, but the more they have, the more likely they'll be covered by the media. This aspect of media involvement shouldn't be discouraging: a quick look at any newspaper or television news broadcasts provides a glimpse of how thin the thread of "significance" can be. The news is filled with information on research studies, governmental activity, business developments, societal trends and fads, sporting events, and other sometimes less-than-weighty concerns. With a little thought and planning, you should have no problem placing your message in the news.

When you're crafting your messages for the media, remember that, according to recent polls, public health and drinking water issues are often viewed as the most important by many people; stewardship responsibilities and recreation/tourism are also highly valued. Research indicates that talking about a water resource in terms like

What kind of "hook" would interest the media in your issue?

- An interesting person with historical knowledge of a river or lake
- Trend information on water quality, fishing, or habitat availability
- Discussion of a thorny problem and the solutions proposed
- A new abatement technology being implemented locally
- Why water quality affects tourism and recreation
- How polluted runoff can result in higher water bills
- Links between farm and lawn fertilizers and lake algae

"important aquatic ecosystem" or "endangered species habitat" is not nearly as important to the public as linking the water resource to drinking water, recreation, tourism, or general social responsibility. Avoid technical jargon in your coverage by remembering the "neighbor rule": If you can't explain an issue or problem to your neighbor, you probably won't be able to explain it to the public through the media.

How do I "do" the news?

If you've considered what makes your message "newsworthy," you'll have no problems packaging your watershed outreach and educational information for reporters. The simple recipe is to identify the nugget of your message, which consists of "news," and attach other elements designed to educate, engage, or motivate the audience. The news nugget (headline) will determine the likelihood and type of coverage, so it is important to think how it can be presented to achieve the intended outreach objective without boring the audience. To educate or motivate, it is necessary to attract and hold the attention of the target group. Watershed issues are vibrant, complex, engaging, compelling, and incredibly interesting—much like watersheds themselves. Reflect this in your messages.

Establishing a relationship with the media

After you have become oriented to the perspectives of the media and have packaged your outreach information accordingly, you'll be ready to discuss coverage with reporters or news editors. Establishing a relationship with reporters and editorial staff is just as important as developing the news element of your message—perhaps even more so. In fact, it is highly recommended that you introduce yourself to the news staff and start developing that relationship before you submit anything for coverage. Establishing a dialogue with reporters on what you're trying to accomplish with your outreach program will help both of you determine how to meet each other's needs.

After the reporting staff knows who you are and what you're doing, they may call and ask you to respond to questions on other water quality news stories. If you don't have anything to offer, tell them so but encourage them to call again anytime. You're trying to establish and maintain a positive, helpful relationship with them since you can both serve the public better if you work together.

It is important to realize that reporters are usually working under the pressure of a deadline and don't like runarounds. They become agitated and suspicious if you are slow to release information, especially if it is public information subject to the Freedom of Information Act. Also, remember that very few reporters are trained in the sciences. It will be your job to provide a rudimentary education on watershed science—why things like suspended solids, dissolved oxygen, phosphorus, bacteria, and riparian cover are important.

When reporters call with questions . . .

- Welcome the opportunity to comment
- Find out what they want to know
- Take time to collect your thoughts
- Call back later with responses, if possible
- Avoid criticism or "no comment" responses
- Never comment on personnel or legal issues
- Don't speculate on "what if" scenarios
- Develop and repeat key messages
- Provide information
- Respect deadlines
- Explain scientific and regulatory issues
- Be honest
- Treat all reporters equally
- Always assume you're on the record

Developing a relationship with reporters and helping them with the logistics of covering your issues will pay off in increased reporting, better media relations, and fewer factual distortions. Providing reporters with appropriate background information (no more than three or four pages unless asked) and identifying interview subjects also helps. Be proactive, rather than reactive.

Levels of doing the news

At the most basic level, doing the news means providing a steady stream of educational or informative material attached to a news nugget. In a watershed outreach program, these news releases will support objectives identified by the planning and management team. They will be designed to educate, inform, engage, or motivate members of the target audience or to build general support and interest. If an event is being planned, a news advisory can be issued to tell the media where, when, and why it's occurring and who will be there.

To assess media interest in a feature story or analytical series, a query letter might be sent to the editorial staff and publisher before expending the resources to develop the idea. News conferences are usually reserved for significant events of interest to most major media. Letters to the editor and canned radio spots aren't really news, but they provide minimally edited messages to mass audiences in a manner similar to news coverage. The following section outlines some basic features of each approach. Due to the expense and level of expertise involved, production of television news releases is not covered in this publication. Refer to Appendix C for more information on producing television footage.

News releases

Once you've identified or developed your "news nugget," you're ready to put a news release together. The release consists of a headline/hook followed by some background or other information that supports your outreach objective. In large and medium-sized news markets, editors and reporters are flooded with news releases. To make yours stand out, it must be interesting, relevant, and timely. Of course, establishing a prior relationship with the news staff and making a follow-up call are vital for increasing chances for coverage. Ask the media beforehand if they prefer to get releases by e-mail, which can save time in editing and preparing for use.

"Freedom of the press applies only to those who own one."

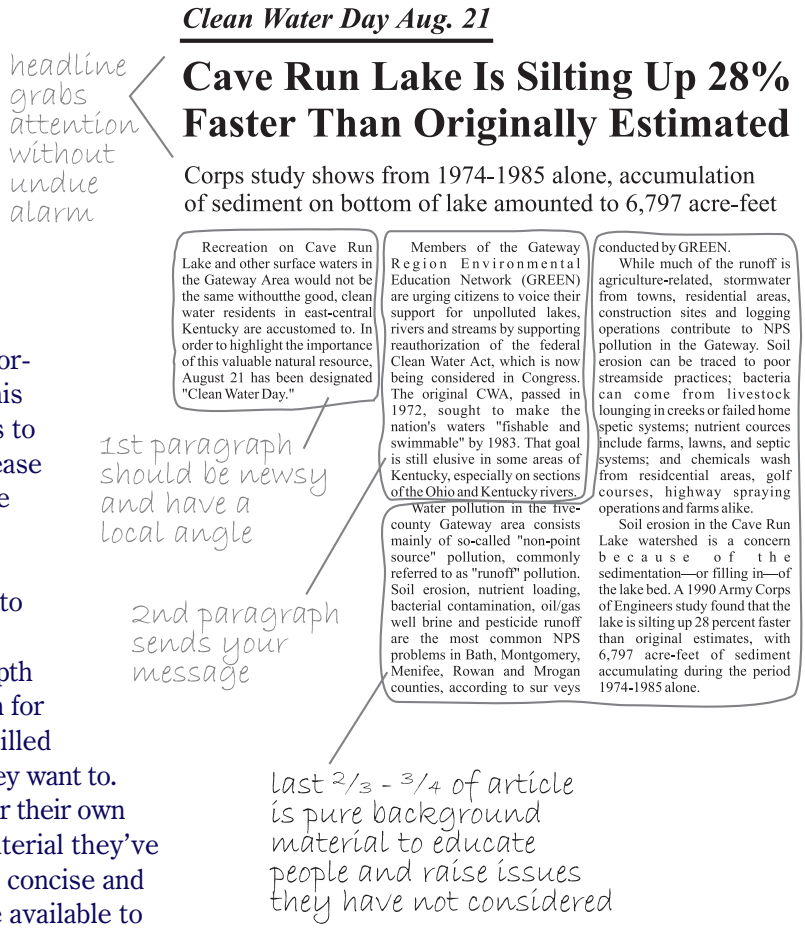
- Walter Lippman

Translating watershed jargon

Instead of this		Use this
nonpoint source pollution	=	polluted runoff
total maximum daily loads	=	mandatory pollution limits
phytoplankton	=	algae
best management practices	=	pollution controls
pathogens	=	disease-causing organisms
suspended solids	=	silt or waterborne sediment
volatile organic compounds	=	toxic pollutants

Format for a standard news release

- *Letterhead or logo*
- *Date issued, date of release*
- *Contact name and phone number*
- *Headline—short, to the point, and interesting*
- *News nugget (1 or 2 paragraphs)*
- *Background information (1 or 2 pages)*



The most important information—the "news"—will go in the opening paragraph. Supporting and background information is provided in order of importance, with the most important items cited first. This style, called the "inverted pyramid, " allows editors to cut a story without losing the essentials. News release paragraphs are very short, usually only two or three sentences each.

Avoid overly technical terms and edit your release to remove the fluff. News releases should seldom run longer than two pages unless the release is an in-depth analysis or news feature. Usually, one page is enough for routine news releases. You want to deliver the distilled essence. Let the reporters jazz it up or expand it if they want to. That's their job. Be aware that reporters like to gather their own information rather than simply regurgitating the material they've been given, so be ready for follow-up questions. Be concise and accurate and have articulate, knowledgeable people available to assist in answering questions.

If your release is unrecognizable after it appears in the paper or says the opposite of what you wanted it to say, don't despair. Call the reporter or editor and try to straighten things out. Maybe a correction notice is called for, maybe not. Reporters do not like to issue corrections, so if the error is not significant simply note it and say a correction isn't necessary this time. Try not to let such events sour your relationship with the media, since you'll need them next time.

If your release wasn't used, try to meet with the reporter or editor and find out why. Maybe it wouldn't fit this week and they're planning to use it next week. The amount of space and air time in the media is limited, and you're competing with everything else under the sun that day or that week. Be persistent, but don't become a pest. Offer to take the reporter out to a field activity at his or her convenience. Such an approach can help build relationships and improve the reporter's knowledge and understanding of the issues on which you are working.

Checklist for news conferences

- Schedule between 10:00 a.m. and 3:00 p.m. on a Tuesday, Wednesday, or Thursday
- Send out a media advisory at least 3 to 5 days in advance, and follow up with phone calls
- Make sure the room is large enough for the number of people expected
- Ensure the room is equipped with phones and electrical outlets for broadcast media
- Use a podium and sign/logo to display in front of the podium or behind speaker(s)
- Have a table with name cards if multiple speakers will address reporters
- Make sure there are easels or tables for visual displays
- Set up enough chairs for reporters; reserve adequate space for TV cameras
- Maintain a reception table with a sign-in sheet and background materials

News advisory

A news advisory is a notice sent in advance of a planned event. Every advisory should include a description of the event, when and where it will take place, who will participate, and a contact person and phone number for more information. Send the press advisory out one or two weeks before the event occurs, and make a call or send a fax the day before if possible. When you call, identify yourself, your organization, and the reason you are calling. Make sure you have all the facts about your event or activity at your fingertips. If reporters don't show up, send a follow-up news release immediately afterwards so they can still "cover" the event. Reporters appreciate such consideration.

Query letter

A query letter is sent to the editorial staff to determine potential interest in a story idea. Prior contact with the staff is recommended before submitting a story or even writing it. Give the editor a chance to reject or redirect it before you expend any significant resources. Usually, the query is made through a letter, but it can be made by phone or in person. The inquiry should describe the general content of the proposed piece, state the title or working title if there is one, and address why the issue is relevant to your community. The topic should be well researched, and the letter should be no longer than one page.

News conferences

If you have some breaking information or an event that's too important for a news release, a news conference might be appropriate. Don't call a news conference unless there's big news. Calling a conference to cover routine issues or to generate publicity is like "crying wolf" to the media and could hurt your turnout for more important news conferences.

News conferences are important events that require thoughtful planning. A good moderator will be needed, one who will control the event without stifling the reporters. Usually a news conference opens by distributing a release that contains the reason for the conference, informative quotes from people involved in the issue, and the usual contact information. The moderator then makes a few welcoming/introductory remarks and introduces other speakers or makes a statement (which is often read). Remarks by all speakers should be carefully prepared. The floor is then opened for questions, which can usually be anticipated and prepared for beforehand. Make sure you invite all news outlets in the area to your conference, and send a news release immediately to those who don't show up.

News conferences can be held almost anywhere, but are usually indoors. Backdrops and other props are good features for enhancing television potential. After the press conference (usually a half-hour), invite reporters to accompany members of your group on a prearranged tour, if appropriate, to provide additional insight on the issue.

Letters to the Editor

Letters to newspaper editorial sections are a good way to raise awareness on issues, concerns, or other points that should be brought to the attention of the public. Debates on editorial pages of newspapers are a tradition as old as the republic itself.

Tips when writing to an editor

- *Be brief, clear, and to the point*
- *Sign your name and note your affiliation*
- *Talk about the issues; don't get personal or petty*
- *Type your letter if possible, and limit it to one page*
- *One letter per month per person is the limit for most papers*

"Never pick a fight with anyone who buys their ink by the barrel."

- Tommy Lasorda

Radio spots

Even in these video-crazed times, radio remains a strong media contender due to its affordable production cost and creative possibilities. Radio is everywhere and virtually everyone hears it sometime, somewhere, every day. Of course, those same universal qualities are what dilute its impact as well: it can become background noise. Your message must be repeated often to reach listeners at various times. To saturate whole markets, you must distribute your message to many stations. Get right to the central theme— the point you want to project—because you don't have much time.

To minimize production costs, prepare and send in scripts for live radio. Typed and double-spaced copy is required for community calendars and other public notice programs. Tying your release to a special day or event (such as Earth Day) and updating it with different angles later will make it more attractive. Take time to ensure scripts are written for the ear, and support your submissions with follow-up calls or letters, or even promotional items like posters. Public Service Announcements (PSAs) are available for free, but sometimes air late at night or very early in the morning. Avoid basing a significant part of an outreach campaign on PSAs unless they will actually reach the target audience.

"I know of no safe depository of the ultimate powers of society but the people themselves. If we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it away from them, but to inform their discretion."

-Thomas Jefferson

Find a good radio voice to deliver your message. You'll know it when you hear it: it's deep, full, rich, and resonant with good intonation and pronunciation. The pace must be comfortable and natural, not racing or languid. The voice embodies the message, so consider the relative merits of a man's voice or a woman's, a young voice or one more mature, the smooth professional sound or the homey conversational tone. As always, consider the target audience. Pay similar attention to other sounds that will be used since in radio sound provides the picture. Many sounds are now available on compact disk or the Internet. Make sure it's legal to use the sounds or music you are considering. When in doubt, cut it out.

It might pay off to contact a college or public radio station to help produce your outreach materials. College students are usually interested in watershed issues and are always looking for projects that can be listed on resumes for consideration by prospective employers. Your campaign can help students develop experience and professional skills while raising awareness and support for watershed issues.

Writing tips for the literally challenged

There are no hard-and-fast rules or magical formulas for "good writing." But there are some solid guidelines that could add sparkle and strength to almost anyone's words. Write simply and directly. Pay attention to grammar and punctuation, and avoid careless mistakes and typos. All the color and pictures and razzle-dazzle design in the world will not cover for randomly punctuated, poor, or sloppy writing. Consult a writing stylebook to double-check just where that comma or apostrophe should go, or ask someone with experience and a keen eye to edit the piece.

Use the active voice. Write in simple declarative sentences. Make each word work. Avoid overuse of the thesaurus or your writing will sound stilted or pretentious. Use descriptive adjectives, but not too many. Make sure your writing conveys your intentions. Sometimes, a new perspective and a fresh start are needed, so don't hesitate to start over if necessary.

Write on.

Appendix A: Building Blocks Worksheets

Use the following building blocks worksheets to help shape your outreach plan. There is a worksheet for each step as well as a summary worksheet to outline your activities. For each step, the left column of the worksheet provides information for you to consider when gathering information.

Remember to photocopy the worksheets first so you can use them many times.

Getting In Step—A Guide to Effective Outreach in Your Watershed

Building Blocks Worksheet

Summary Sheet

Goal					
Objective	*Target audience*	*Message*	*Formats*	*Distribution*	*Evaluation*

Objective

Goal			
Objective			*Evaluation Questions*

Target Audience

Goal			
Objective			*Evaluation Questions*
Target Audience *Information needed:* *Attitudes/Perceptions* *Demographics* *Communication channels* *Knowledge* *How to get information:* *Focus groups* *Trade associations* *Phone surveys* *Community leaders* *Other*			

Message

Goal			
Objective			*Evaluation Questions*
Target Audience			
Message *Benefit to audience* *Language of the audience* *Specific and measurable*			

Formats

Goal			
Objective			*Evaluation Questions*
Target Audience			
Message			
Formats *Print* *Stuff* *Media* *Events* *Presentations*			

Distribution

Goal			
Objective			*Evaluation Questions*
Target Audience			
Message			
Formats			
Distribution *Mail* *Presentations* *Piggybacking* *Members of target audience*			

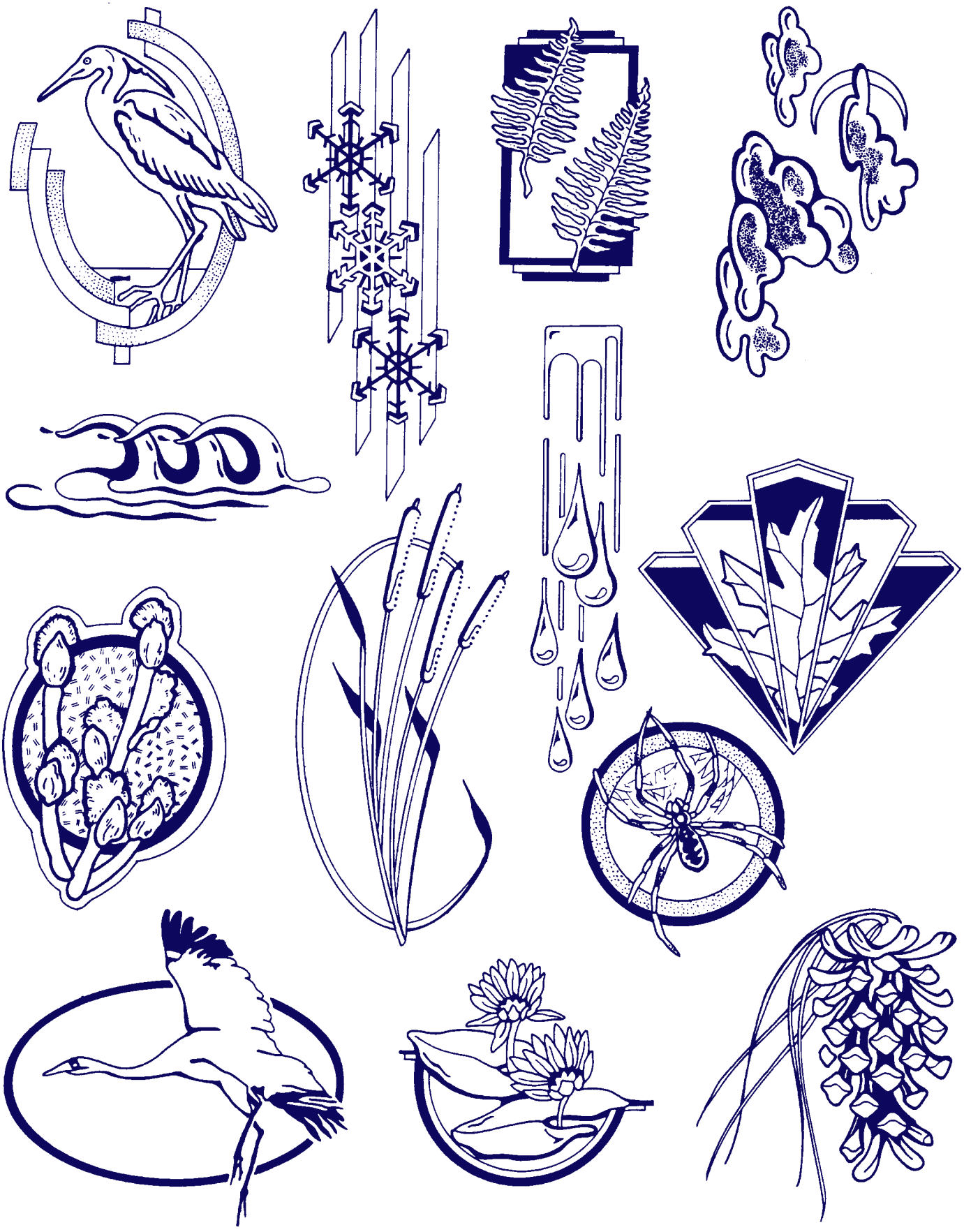
Evaluation

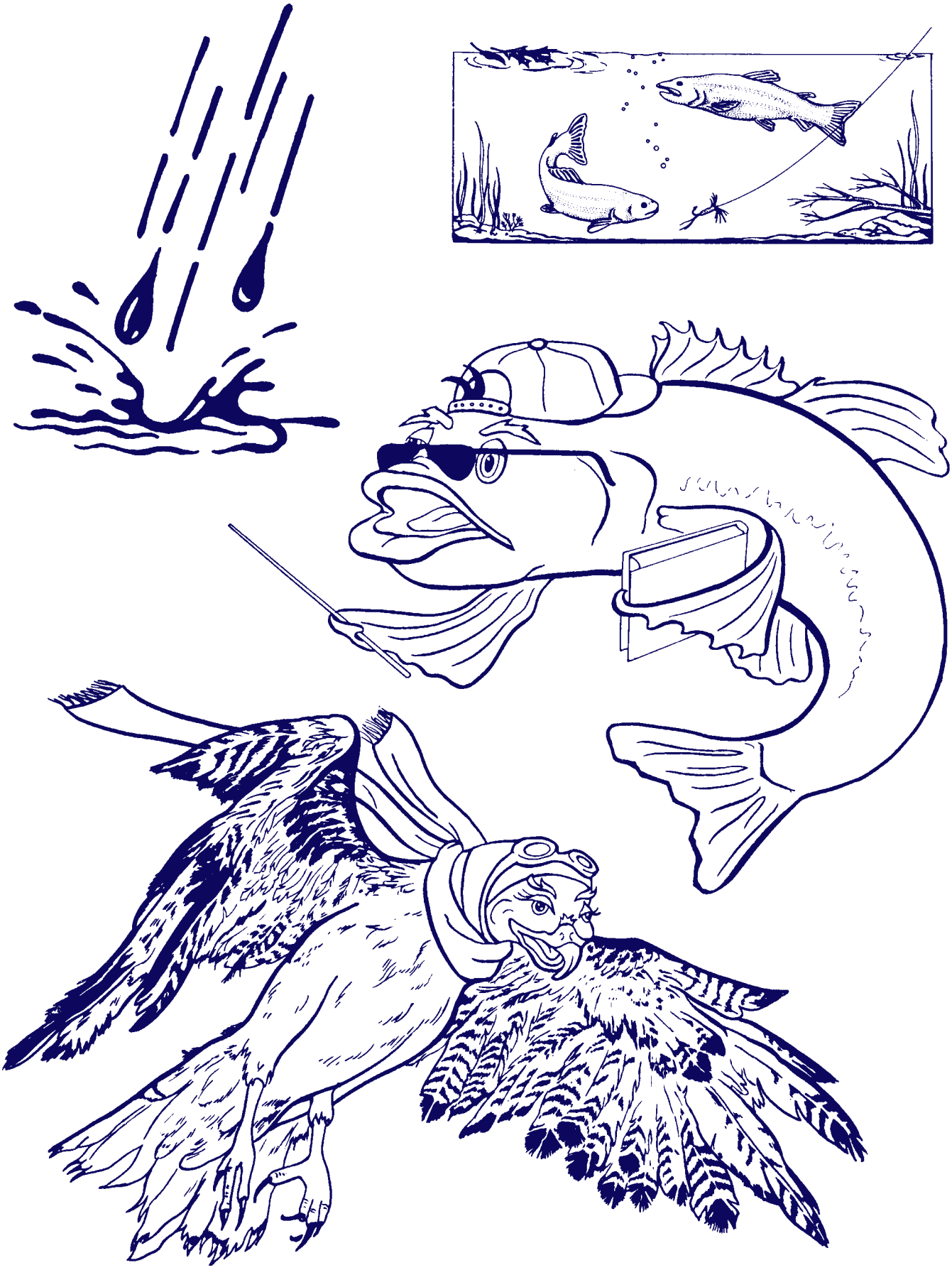
Steps	*Planning*	*Process*	*Impact*
Objective			
Target Audience			
Message			
Formats			
Distribution			

Appendix B: Watershed Graphics

The following section includes watershed graphics that can be photo-copied and used in your outreach materials. In the near future, these graphics will be available electronically on EPA's office of Wetlands Oceans and Watersheds home page at: **http://www.epa.gov/owow/watershed.**


DO NOT DUMP
DRAINS TO LAKE
TIRES
FERTILIZER





Appendix C: Want To Know More?

The following section provides information on additional sources of outreach materials, watershed management planning, media relations, and other tools that might be useful to your program. Although this list is by no means inclusive, it represents some of the best materials out there. Wherever possible, a contact, phone number, and Web site information are provided.

Baybook: A Guide To Reducing Water Pollution At Home

This colorful 32-page guide with cartoon-like drawings is full of useful tips on pesticides, household chemicals, erosion, water conservation, and more. This guide is intended to educate individuals about their role in the Chesapeake Bay ecosystem but is useful beyond the coast. Copies are available from Chesapeake Bay, Inc., 6600 York Road, Baltimore, MD 21212 at (410) 377-6270.

Chesapeake Bay Community Action Guide: A Step-by-Step Guide to Improving the Environment in Your Neighborhood

This guide includes information on storm drain stenciling, stream cleanups, reforestation and tree care, and more. Contact Washington Metropolitan Council of Governments at (202) 962-3256.

A Citizen's Handbook to Address Contaminated Coal Mine Drainage

This guide is intended to familiarize citizens and grassroots groups with the history and chemistry of coal mine drainage (CMD) from abandoned mines. It provides an overview of the step-by-step process of contaminated CMD cleanup and the role that citizens and grassroots groups can play in that process. Publication Number: EPA 903-K-97-003. To obtain a copy of this handbook, contact the Public Environmental Education Center (PEEC) of USEPA Region 3 at (215) 566-5121. EPA documents are available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

Clean Water in Your Watershed: A Citizens Guide to Watershed Protection
See also Terrene's Environmental Products Catalog for other watershed-related outreach items, including the Enviroscape Program. Using different watershed education models, children and adults learn by applying chemicals (drink mix) and loose soil (cocoa) throughout a typical community and then making it "rain" to immediately see the water pollution these activities may cause. Terrene Institute, Washington, DC at (703) 548-5473 or **http://www.terrene.org**.

Conservation Partnerships Field Guide
This is a field guide to public-private partnering for natural resource conservation. It is designed as a reference to help both the novice and the experienced practitioner successfully use partnerships as equitable, effective, and efficient means of achieving results. It includes an overview of projects and partnerships, finding partners, and starting a partnership. The *Conservation Partnerships Field Guide* is available from the U.S. Fish and Wildlife Service, Office of Training and Education, 4401 North Fairfax Drive, Arlington, VA 22203, or call (703) 358-1711.

Culvert Action: How to Interest your Local Media in Polluted Runoff Issues
This manual is intended to provide hands-on assistance to anyone seeking to educate the general public about polluted runoff through the conduits of newspapers, radio, and television. Available from the Lindsay Museum, 1931 First Avenue, Walnut Creek, CA 94596, at (510) 935-1978.

Designing an Effective Communication Program: A Blueprint for Success
This handbook will guide you through each crucial step involved in designing an environmental communication program. From designing your program to increasing the effectiveness of communication materials, this guide has it all. Available through the University of Michigan, School of Natural Resources and Environment, Ann Arbor, MI 48109, at (734) 764-1817.

Developing A Communications Plan: A Roadmap To Success
This guide provides the reader with a roadmap for developing a communications plan. Readers can learn valuable processes, such as prioritization exercises and feasibility screens, as well as how to manage the challenges of building an effective consumer education plan from the ground up. Available from the Huron River Watershed Council (HRWC), 1100 North Main Street, Suite 210, Ann Arbor, MI 48104, at (313) 769-5123 (voice), (313) 998-0163 (fax).

Educating Young People About Water
The following materials can be purchased through ERIC Clearinghouse, 1929 Kenny Road, Columbus, OH 43210-1080; or call (800) 276-0462, fax (614) 292-0263, or visit the ERIC home page at **http://www.ericse.org**.

A Guide to Program Planning and Evaluation. This guide walks program planners through the steps in setting up and evaluating a youth water education program, bringing together the key components that can lead to an effective, substantial program (64 pp, $5.00).

A Guide to Unique Program Strategies. This guide tells the story of 37 program coordinators from around the country. Discover how they integrate community water education issues and youth development needs into unique program designs. (64 pp., $5.00).

A Guide to Goals and Resources, 2nd ed. This guide provides the program coordinator with 100 water education curricula summaries, environmental education topics and goals, and multimedia resources. (59 pp., $5.00).

Planning for Fun and Success! This is a video exploration of eight youth water education programs. Program managers share their keys to success and the barriers they have overcome to keep their programs up and running. Divided into four training modules, this video illustrates concepts explored in workshops where participants learn to design a community-based water program for youth. The video comes with a Program Leader Workshop Guide that explains how to conduct a workshop and use the materials in local planning sessions. (53 min., $10.95).

Getting The Word Out In The Fight To Save The Earth

This book of how-to advice includes hundreds of practical and proven examples on how to effectively communicate your environmental message. This book explains how any nonprofit citizens group can expand and activate its membership, pressure government officials, mobilize the news media, and shape public policy in the fight to save communities, regional ecosystems, and the earth. Available through the Johns Hopkins University Press, Baltimore, MD 21218.

Green Development: Literature Summary and Benefits Associated with Alternative Development Approaches

This 220-page EPA document is a literature summary of development approaches that are good for the environment. Publication number: EPA 841BR-97-001. EPA documents are available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

Guidance For Assessing Chemical Contaminant Data For Use In Fish Advisories Volume IV: Risk Communication

This EPA document is meant to assist professionals working for state agencies and other interested parties with their approaches to the complex area of risk communication. Publication Number: EPA 823-R-95-001. For information, or to obtain a copy of this document, contact EPA OW Resources Center (RC4100), 401 M Street, SW,

Washington, DC 20460, (202) 260-7786, (202) 260-0386 fax, e-mail: waterpubs@epamail.epa.gov. EPA documents are available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

How to Create a Storm Water Pollution Prevention Campaign

This manual is for neighborhoods, community groups, governments, and others who want to protect and improve water quality. Produced by the Environmental Health Coalition (EHC). EHC has created many community-based programs that have served as models throughout the country. For more information, contact Environmental Health Coalition, 1717 Kettner, Suite 100, San Diego, CA 92101, (619) 235-0281.

Leadership Identification Guidebook

Leadership is an important part of any successful conservation partnership. This guidebook provides methods for identifying community leaders and tells how to involve them in promoting the goals of the conservation partnership. It will also introduce you to the concept of group dynamics and facilitation skills that will enable you to get the most out of your meetings. The guidebook is available through the NACD Service Center, PO Box 855, League City, TX, 77574-0855, or by calling (800) 825-5547.

Making Waves: How To Put On A Water Festival

This publication is a great help in providing direction and ideas for organizing your own festival. Use "Making Waves" to plan an event in your school, county, or state. The water festival concept has been an enormously successful way to educate children and adults about water and other water-related resources. This new version includes updated samples of fund-raising letters, forms, news releases, and more. Available through the Groundwater Foundation at (800) 858-4844.

Media Relations Guidebook

This guidebook provides tips to help you make effective use of the media in your area to promote watershed protection. This guidebook outlines the process of writing news releases and announcements. The guidebook is available through the NACD Service Center, PO Box 855, League City, TX, 77574-0855, or by calling (800) 825-5547.

The National Watershed Library

The National Watershed Library lists many education and outreach tools for specific audiences like farmers, homeowners, and teachers. **http://www.ctic.purdue.edu**

Nonpoint Source News-Notes

NPS News-Notes is an occasional bulletin dealing with the condition of the water-related environment. To receive a copy, send your name, address, and phone number to NPS News-Notes, c/o Terrence Institute, 4 Herbert Street, Alexandria, VA 22305, or fax it to (703) 548-6299.

Project NEMO

NEMO uses Geographics Information System (GIS) technology to educate landowners and municipal officials about nonpoint source pollution and watershed protection. Contact University of Connecticut Cooperative Extension, Chester Arnold, Haddam, CT (860) 345-4511 or on the Web at **http://www.lib.uconn.edu/CANR/ces/nemo**.

The Southern Rockies Restoration Project

SRRP works to restore the ecological integrity of damaged watersheds in western Colorado and northern New Mexico by establishing citizen-based watershed councils, and designing and implementing watershed restoration plans. Locally based watershed councils form the backbone of restoration activities. To get involved in a watershed council in your area or to learn more about watershed councils, contact the home page at: **http://www.earthisland.org/ei/srrp/council.html**.

Starting Up: A Handbook for New River and Watershed Organizations

This guide provides information for groups on how to get organized, including funding and procedural advice ($25). Contact, River Network at (800) 423-6747 or **http://www.teleport.com/~rivernet**.

Surf Your Watershed

Through this online service, you can locate your watershed and discover its condition and the partnerships working to protect it. Find out population, area, land use, environmental issues, watershed groups, and water quality. You can also generate maps of your watershed here. **http://www.epa.gov/surf**.

Water Environment Web

This web site provides a collection of Water Environment Federation resources and outside links relating to watersheds. Included are publications, background information, upcoming events, and networking areas. **http://www.wef.org/watershed.html**.

Watershed Protection: A Project Focus

This document provides a blueprint for designing and implementing watershed projects, including references and case studies for specific elements of the process. It illustrates how the broader principles of watershed management—including all relevant federal, state, tribal, local, and private activities—can be brought to bear on water quality and ecological concerns. Publication number: EPA 841-R-95-003 (August 1995). 208 pages. EPA documents are available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

The Watershed Protection Approach

The 1993/94 Activity Report describes over 120 projects where EPA was a partner in implementing the watershed approach. Publication number: EPA 840-S-94-001 (November 1994). 148 pages. **http://www.epa.gov/owow/watershed/watershed93-94-Activity.html**. EPA documents are also available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

Watershed Protection: Catalog of Federal Programs

This catalog describes federal programs that provide funding or technical assistance for watershed projects. Publication number: EPA 841-R-93-002 (revised). EPA documents are available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

Watershed Restoration: A Guide for Citizen Involvement in California

This guide aims to provide the best science and technical tools available to citizens involved in coastal watershed management. While developed for California, this well-constructed guide may spark valuable ideas for use in other watersheds. Published in December 1995, this guide can be obtained by contacting the US Department of Commerce, National Oceanic and Atmospheric Administration, Coastal Oceans Office, 1315 East West Highway, Silver Spring, MD 20910, (301) 713- 3338 (phone), (301) 713-4044 (fax).

Watershed Management Starter Kit

Want to start a watershed management partnership for your local watershed? This complete kit includes five guides (Getting to Know Your Watershed, Building Local Partnerships, Putting Together a Watershed Management Plan, Managing Conflict, and Leading and Communicating) and a 13-minute video (Partnerships for Watersheds), 10 companion brochures and an application to the National Watershed Network. In other words, in includes everything you need to get started. It is available from Conservation Technology Information Center, "Know Your Watershed," (765) 494-9555 or **http://www.ctic.purdue.edu/Catalog/WatershedManagement.html**.

Watershed Stewards Project

This community-based watershed restoration program is committed to restoring salmon and other life-forms that depend on healthy watersheds for survival. Members join together with top resource professionals, forming cooperative relationships between private industry, government agencies, and academic institutions, to build public awareness of the importance of watershed stewardship. For more information, contact the project's Web site at **http://www.northcoast.com/~fishhelp/text/textindex.html**.

Watershed Tools Directory

This directory describes more than 200 tools to protect watersheds and is available on the Web at **http://www.epa.gov/owow/watershed/tools**. Contact Chris Laabs (202) 260-7030. EPA documents are also available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), or on the Web at **www.epa.gov/owow**.

Watershed Top Ten Lessons Learned

Drawn from the experience of more than 100 watershed practitioners and those who support them, this valuable guide provides insight into important lessons learned and details what works and what doesn't. It also provides a tremendous list of contacts and resources. Contact Ben Ficks, Office of Wetlands, Oceans, and Watersheds (202) 260-8652 or **http://www.epa.gov/owow/watershed/lessons**. EPA documents are also available from the National Center for Environmental Publications and Information at (800) 910-9198, (513) 489-8190, (513) 489-8695 (fax), and on the Web at www.epa.gov/owow.

USEPA Region 4 "Water Pollution Solutions"

This site is loaded with useful information pertaining to watersheds and includes fact sheets, definitions, reports, and related links to other EPA resources. Available at **http://www.epa.gov/region4/waterpgs/water/wsheds/public.htm**.

Volunteer Monitor

The *Volunteer Monitor* newsletter facilitates the exchange of ideas, monitoring methods, and practical advice among volunteer environmental monitoring groups across the United States. Available at **http://www.epa.gov/owow/volunteer/vm_index.html**.

Water Works: Your Neighbors Share Ideas on Working in Partnership for Clean Water

The idea behind this publication is to try to provide some useful information that may help you through the process of forming, building, and sustaining a community group to protect and improve water resources. Many success stories are showcased throughout the text. This resource, published in March 1997, is available through the Tennessee Valley Authority, TVA Clean Water Initiative, Knoxville, TN.

Pennsylvania Department of Transportation - Public Involvement Handbook

This handbook provides useful information on community participation, guidance for enhancing the public's trust, managing conflict that might arise, and developing and carrying out a public involvement program. Also included is a section of ideas and techniques that can be applied to a variety of situations. This handbook, developed in 1995, is available through the Pennsylvania Department of Transportation (PenDOT), Harrisburg, PA.

Bridge Builder: A Guide for Watershed Partnerships (Facilitators Handbook)
The purpose of this handbook is to make the facilitation of watershed planning and management as easy as possible. Many exercises, transparencies, forms, check lists, and other sources of information and examples are included throughout the text. To obtain a copy of this handbook, contact Conservation Technology Information Center, 1220 Potter Drive, Room 170, West Lafayette, Indiana 47906-1383. Phone: (765) 494-9555 Fax: (765) 494-5969 Internet: **http://www.ctic.purdue.edu**.

A Watershed Approach to Urban Runoff: Handbook for Decisionmakers Guide
This guide outlines the process for understanding your watershed; the watershed management approach to assessing, planning, implementing and evaluating; an overview of assessment and management tools; and provides detailed insights into structural and non-structural best management practices and sample site plans. This guide can be obtained through Terrene Institute, Washington, DC, (703) 548-5473 or **http://www.terrene.org**.